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ABSTRACT

The document presents the final report of the High/Scope Demonstration Preschool Project, one of the First Chance national demonstration projects funded under the Handicapped Children's Early Education Program. Chapter 1 outlines accomplishments of the project in terms of seven program goals (including the development of procedures for assessing children's developmental status and evaluating their progress in the course of preschool program participation). In Chapter 2, the High/Scope Cognitively Oriented Curriculum is described as an example of a developmental approach in early childhood special education. The historical background and basic goals and strategies of the model are considered, and some important child outcome data are cited. Chapter 3 summarizes the services provided to program children. Chapter 4 reviews the outcomes of home visits, parent conferences, and parent meetings. A fifth chapter describes demonstration and dissemination activities, while a sixth traces training of personnel from other programs and agencies (included in this chapter is a sample preschool teacher training profile form). Chapter 7 provides summaries of the training materials to be used in replication, the High/Scope Foundation First Chance Outreach Project, and the High/Scope Foundation Early Childhood Personnel Training Project. A final chapter considers evaluation of the inservice training program and offers a sample evaluation form. (SBH)

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High/Scope Foundation
Demonstration Preschool Project
Final Program Performance Report

August, 1977 Program copy

Volume I

OEG-0-74-2720

Submitted to:

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PROGRAM PERFORMANCE REPORT *(Discretionary Grants)*

Part I

All grantees with awards from programs listed under "General Instructions" above respond.

1. Date of Report:	2. Grant Number:
June 30, 1977	OEG-0-74-2720
3. Period of Report: From:	**To:**
July 1, 1976 (plus summary of activities since 7/1/74)	June 30, 1977

4. Grantee Name and Descriptive Name of Project:

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION DEMONSTRATION PRESCHOOL PROJECT

Certification: I certify that to the best of my knowledge and belief this report *(consisting of this and subsequent pages and attachments)* is correct and complete in all respects, except as may be specifically noted herein.

Typed Name of Project Director(s) or Principal Investigator(s):	Signature of Project Director(s) or Principal Investigator(s):
Bernard Banet	

Part II *("Accomplishment" Reporting)*

A. All grantees, except for those with awards under 13.443 and 13.447 are to respond to this Section A. Grantees under 13.443 and 13.447 go to B of Part II.

The grant application for programs 13.445, 13.446, 13.450, and 13.520 provided for the following functions or activities as categorical headings in the budget and narrative sections:

Research and Development
Demonstration/Service
Evaluation
Dissemination
"Inservice" Training

Programs 13.448, 13.451, and 13.452 do not usually require a breakout since the primary function or activity is intrinsic to the respective program.

For each of the above programs, functions, or activities *(as well as those of special import for certain programs; e.g., replication, advisory councils, parent involvement)* discuss the objectives and subobjectives presented in the approved application *(in narrative format)* in terms of:

(a) Accomplishments and milestones met.
(b) Slippages in attainment and reasons for the slippages.

Refer back to your application and utilize your quantitative quarterly projections, scheduled chronological order and target dates, and data collected and maintained as well as criteria and methodologies used to evaluate results for (a) and (b).

Also highlight those phases of the plans of action presented in your application that proved most successful, as well as those that upon implementation did not appear fruitful.

Grantees finishing this portion of Part II, go to C of Part II.

B. Reporting for Grantees under 13.443 *(Research and Demonstration)* and 13.447 *(Physical Education and Recreation Research).*

Discuss major activities carried out, major departures from the original plan, problems encountered, significant preliminary findings, results, and a description and evaluation of any final product. Either include copies of, or discuss: information materials released; reports in newspapers, magazines, journals, etc.; papers prepared for professional meetings; textual and graphic materials; completed curriculum materials and instructional guides, or drafts if in a developmental stage, special methods, techniques and models developed; tests, scales and other measuring services used.

When finished with this portion of Part II, 13.443 and 13.447 grantees go to C of Part II.

C. All grantees are to respond to this Section C. Discuss the following:

(1) Unanticipated or anticipated spinoff developments *(i.e., those which were not part of your originally approved subobjectives, but which are contemplated within the purpose of the Education for the Handicapped legislation, such as new cooperative interagency efforts, a decision by volunteer(s) to pursue a career in special education, new public school pol-*

CONTENTS (Volume I)

Acknowledgments. i

Demonstration Project Staff, 1974-1977 ii

Advisory Council Members iii

Introduction 1

Chapter 1: The Project: Goals and Accomplishments 2

Chapter 2: The Curriculum Framework 5

Chapter 3: Services to Children 19

Chapter 4: Parent and Family Participation. 30

Chapter 5: Demonstration/Dissemination Activities 54

Chapter 6: Training of Personnal from Other Programs and Agencies 63

Chapter 7: Continuation and Replication 97

Chapter 8: Inservice Training for Project Staff 111

CONTENTS (Volume II)

Evaluating the High/Scope - BFW Demonstration Preschool Project's Impact on Children

Introduction. 132

Chapter 1: Use of the McCarthy Scales of Children's Abilities for Summative & Formative Evaluation of Children's Progress. 134

Chapter 2: The Child Observation Record (COR). 155

Chapter 3: Development & Use of the Preschool Productive Language Assessment Task (PPLAT). 198

Chapter 4: Evaluation of Classroom Interaction: Observations of Social & Emotional Behavior. 237

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The High/Scope Demonstration Preschool Project's accomplishments reflect the cooperative efforts of its committed and energetic staff and Advisory Council.

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Gratitude is expressed also for the help of Nancy Brussolo and Charles Silverman in the final preparation of this report.

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Introduction

This report is the final report of the High/Scope Demonstration Preschool Project, OEG-0-74-2720, 1974-1977. The Project was one of the First Chance national demonstration projects funded under the Handicapped Children's Early Education Program.

Previous reports on the work of the Project have been submitted to BEH in November 1974, August 1975, November 1975, August 1976, and December 1976. This report summarizes the work of the project over the three-year period and reports in detail the work accomplished in the 1976-77 school year.

The annual report information contained in this three-year document is found under different chapter numbers than those in the standard BEH format. The required annual report sections may be found in this report in the following locations:

BEH Format:	This Report:
1. Services to Children	Chapter 3
2. Parent and Family Participation	Chapter 4
3. Assessment of Children's Progress	Volume II
4. Inservice Training for Project Staff	Chapter 8
5. Training for Personnel from Other Programs or Agencies	Chapter 6
6. Demonstration and Dissemination Activities	Chapter 5
7. Coordination with Other Agencies	Chapter 3
8. Continuation and Replication	Chapter 7

Each chapter addresses the three year highlights first and then covers in detail the final year, 1976-1977, of the demonstration phase of the High/Scope First Chance Project.

THE PROJECT: GOALS AND ACCOMPLISHMENTS

The High/Scope Demonstration Preschool Project, a First Chance project, had the following goals and major accomplishments:

Goal 1: To demonstrate the effectiveness of the High/Scope Cognitively Oriented Curriculum as a framework for a preschool program serving an integrated group of handicapped and non-handicapped children.

Accomplishments (Highlights):

The project operated a demonstration classroom serving preschool children at High/Scope's Staff Training and Curriculum Development Center. Children attended half-day sessions five days a week. A staff ratio of 1:7 was maintained. The curriculum framework, which is described in Chapter 2, supports universal developmental processes by creating an environment in which teachers and children initiate active learning experiences.

Handicapped children made up one-third of the approximately thirty children per year served by the project. The handicapped youngsters screened into the project met the eligibility criteria for school services under Michigan's Mandatory Special Education Act. These children were also identified as having a good chance of being mainstreamed in later schooling.

The project served children who were mentally retarded, language impaired, physically or health handicapped, hearing impaired, or emotionally disturbed. A further description of the children served is found in Chapter 3.

Supplementary services to children and families were provided by community agencies, listed in Chapter 3. Services were coordinated with over 20 agencies.

Goal 2: To develop procedures for assessing children's developmental status and evaluating their progress in the course of participation in a preschool program.

Accomplishments (Highlights):

Evaluation studies included in Volume II of this report provide evidence that the Cognitively Oriented Curriculum is effective for both handicapped and non-handicapped children. Studies are reported using the McCarthy Scales of Children's Abilities, the High/Scope Child Observation Record (COR), the High/Scope Preschool Productive Language Assessment Tasks (PPLAT), and the High/Scope classroom observation instrument for social and emotional behavior of children.

The High/Scope instruments listed above were developed by project staff.

Goal 3: To develop and demonstrate methods of assisting parents of handicapped children to support their children's development.

Accomplishments (Highlights):

Parents were involved in the project via group meetings, home visits, workshops and individual conferences at school with project staff. Parents were also active on the project's Advisory Council. This project component is described more fully in Chapter 4.

Goal 4: To reach policymakers, educators, and parents with demonstration/dissemination activities conveying information about the project's goals, methods, and effectiveness.

Accomplishments (Highlights):

The project hosted 875 visitors during 1974-77.

Two conferences on early childhood special education were hosted by the project; over 100 people attended each conference.

The film "Integrating Handicapped and Non-Handicapped Children: Parents' Perspectives" was produced to tell the project's story.

"Demonstration and Dissemination" activities are described in Chapter 5.

Goal 5: To provide training for personnel from other programs and agencies in the utilization of the High/Scope Cognitively Oriented Curriculum.

Accomplishments (Highlights):

The High/Scope demonstration project ran an inservice workshop series (twelve introductory two-hour workshops) in each of five Michigan school districts. The demonstration classroom was also used to provide a training setting for staff from the High/Scope BEH Special Projects field centers. These activities are described in Chapter 6.

Goal 6: To plan a system for continuation and replication of the projects model beyond June 30, 1977.

Accomplishments (Highlights):

Both an Outreach Project and a BEH personnel preparation project will assist school in Michigan, New Jersey, Ohio, Virginia, Maryland, and other states to replicate the model.

The replication system is described in Chapter 7.

The Demonstration Preschool Project's classroom provided a setting for the production of training films by its companion project, the High/Scope-BEH Special Project for the Preparation of Preschool Specialists.

The First Chance (Demonstration Preschool) project also cooperated in setting up High/Scope's graduate program in early childhood education.

Goal 7: To provide inservice training to High/Scope staff.

Accomplishments (Highlights):

In conjunction with the Special Project the Demonstration Project trained eleven High/Scope field consultants and teachers.

In-house training activities are described in Chapter 8.

THE CURRICULUM MODEL

A Developmental Approach for Preschool Children With Special Needs *

- Bernard Banet

There are two basic approaches to the design of individualized educational programs for young handicapped children--the diagnostic/corrective approach and the developmental approach. Programs based on the pedagogical logic of diagnosis and correction assume that the major purpose of early educational intervention is to identify areas in which the child shows a deficit in relation to his age peers, or a lack of consistency in his own performance. Testing often provides the data for educational prescriptions in the diagnostic/corrective mode. From information about the child's deficits, specific objectives can be developed which represent steps toward remediation of the deficit. Sometimes information about the etiology of a particular handicapping condition is used in making educational plans or "prescriptions." Or the technology of behavior modification may be used by the special education interventionist. Incentives or "reinforcers" may be systematically used to motivate attainment of objectives.

Diagnostic/corrective interventions typically assume not only that the child must be motivated by adults (therapist, teacher, parents) but that he or she must be "taught" new skills in a direct, didactic way. Often the teaching is done in clinical sessions where a particular skill is persistently and patiently drilled by the special educator. Diagnostic/corrective logic is linked to the assumptions that underlie the entire field of special education. Such assumptions have given rise to the existence of separate professional specialities within special education and to the procedures enacted into state and federal law by which children are categorized according to diagnostic labels before they can receive special education services.

* Draft, submitted for [illegible]ation in Open Education & Young Children With Special [illegible], Dr. Samuel J. Meisels, editor. Baltimore: University [illegible] Press, In press, 1978.

In contrast, programs based on the logic of "developmental validity" attempt primarily to promote learning experiences that exercise and extend developmentally emerging abilities that expand the learners' interests and long-term plans, and that are optimally timed for ease of learning and retention.

A developmental approach has elements that are analogous to "diagnosis" and "prescription," but the individualized programs that evolve in a developmental program do not start with an analysis of a child's deficits. Rather, educators seeking to implement developmentally valid programs for handicapped children identify the child's status on a developmental continuum and provide experiences which permit the child to exercise emerging abilities that in most cases the child will be strongly motivated to use.* A developmentalist identifies the experiences which challenge and help the child to practice broadly generalizable skills that are typical for children at that particular developmental period. It is assumed, at least as an initial strategy, that the child can take a very active role in defining for himself the appropriate developmental "match" between his skills and the learning activities he or she engages in. In other words, a developmental approach need not substitute highly specific developmental-sequential information for highly specific behavioral deficit information. The child as well as the adult has a role in planning and selecting activities.

In this chapter the High/Scope Cognitively Oriented Curriculum will be described as an example of a developmental approach in early childhood special education. The chapter will present the historical background and basic goals and strategies of the High/Scope model. Some important child outcome data will also be presented.

The High/Scope Approach

The Cognitively Oriented Curriculum is a framework for early childhood education derived from Piagetian principles and developed by the High/Scope Educational Research Foundation under the leadership of David P. Weikart. The Curriculum had its origin in one of the first early childhood intervention programs of the '60's, the Ypsilanti-Perry Preschool Project, and has evolved as an early childhood model used in the High/Scope demonstration classrooms as well as in preschool, infant and elementary programs in many locations throughout the world. (Weikart, et al., 1971; Hohmann and Banet, 1978).

The High/Scope Foundation is completing a four-year cycle of work funded by the Bureau of Education for the Handicapped. The Cognitively Oriented Curriculum has been used with an integrated group of handicapped and nonhandicapped children in First Chance demonstration preschool classes in Ypsilanti, Michigan. High/Scope Foundation staff have been working with teachers in several states to gauge the curriculum's usefulness as an inservice training vehicle in special education preschool programs.

At the demonstration classroom in Ypsilanti one third of the children are handicapped as defined by criteria used by the Michigan Department of Education to indicate eligibility for school services under Michigan's mandatory special education legislation. The handicapped children served by the project were also screened on criteria relating to the probability that they would be mainstreamed in later schooling, since the purpose was specifically to demonstrate a program that could make an important difference in children's later school careers. The High/Scope First Chance project serves children who are labelled under state guidelines as mentally retarded (educable or trainable), language impaired, physically or otherwise health handicapped (e.g. epilipsy, scoleosis, cerebral palsy, muscular dystrophy, stroke, heart disease), hearing impaired, or emotionally disturbed. At centers in Michigan, New Jersey, Ohio, Virginia and Maryland the High/Scope model is being used with a very broad range

of children, including some youngsters more severely "involved" than most in the Ypsilanti program. The teacher-child ratio in the Ypsilanti classroom has been 1:7 with two professional teachers in charge of a class session.

High/Scope's work with handicapped preschoolers is an outgrowth of universally applicable developmental principles. The view that certain handicapping conditions are developmental delays may be one very effective general strategy within a framework that is based on developmental universals. Such an approach assumes that the best way to promote growth in a four-year-old child who is two years behind his age peers in intellectual and verbal development is to provide the rich variety of concrete experience and accompanying language activities that one provides for a nonhandicapped two-year-old. Attempts to target certain narrow behaviors that appear more age-appropriate for a four-year-old may only result in very narrow learning, not generalizable to other skills, and not matching the child's motivational inclinations.

For a child who is not neurologically impaired but shows developmental lags because of sensory or motor limitations, the educator's task is to mobilize the child's existing resources toward achieving developmentally appropriate intellectual and social competencies. These skills may be channeled in different ways and through different media--for example, communication for a deaf child may include experiences with signing rather than exclusively with oral language--but the experiential base that provides interesting things to talk about, a reason and an invitation to communicate, must be present. This set of active experiences should be basically the same for the deaf child and hearing child, or the language-impaired child and the child with "normal" language.

Teachers in a Cognitively Oriented program focus on experiences pertaining to developmental processes rather than on behavioral outcomes. Such experiences are labeled "key experiences." These are the classes of active experience that cognitive developmental theory suggests are involved in mastery of the developmental tasks of the preschool-age child. These key experiences

are used to plan activities for groups of children as well as to provide a way of thinking about individual children. They are called "experiences" rather than goals in order to emphasize for teachers the many different ways each of them can occur in the life of a child. This is more useful than thinking of experiences as "attainable" concepts to be checked off and perhaps never returned to.

We try to maintain a balance of teacher initiation and child initiation. The child makes an explicit plan each day and the adult helps the child first to formulate and then to carry out that plan. Adult interactions with children often occur in the context of helping a child to examine ways of accomplishing his or her plan.

To create an environment where the key experiences are likely to occur and where children can plan a variety of activities, the High/Scope framework suggests a room arrangement and a daily routine specifically designed to encourage active learning. Such an environment has a variety of work areas or interest centers (for example, a block area, an art area, a role play or "house" area, and an area for small manipulative materials). The routine is structured to permit a variety of modes of interaction with peers and adults: small group activities, outdoor play, whole class games and musical activities. At the heart of the day is the "work time" in which children make a plan, carry out their chosen activities in the various interest centers, and then discuss and represent their activities afterward. The routine is maintained consistently so that children can operate within a predictable timeflow from day to day.

Adults are encouraged to develop very general strategies in order to provide an optimum match between a child's classroom activities and the appropriate "key experiences." These very broad strategies are exactly the same for handicapped and non-handicapped children.

General Strategies Supporting Child Development

1. Providing concrete, active experiences which are extended via representation

The cycle of children's experiences begins with concrete materials and physical involvement, both sensory and motoric. Very young children or children who are still functioning primarily at the sensori-motor level may continue at this concrete level. Those who are able to use more abstract mental abilities are encouraged to extend their active, concrete experience via representations in a variety of modes, including language. Relating representational activities to concrete events or experiences is viewed as important even when children are able to deal with the concept or event on a more symbolic level. Representational activity may be channeled by the teacher, but the specific content and style of the representation is not dictated by the adult. The "key experiences" most relevant for this basic strategy of extending active, concrete experiences through language and representation are grouped as follows:

Active Learning

--Exploring actively and with all senses.
--Discovering relations through direct experience.
--Manipulating, transforming and combining materials.
--Using large muscles.
--Taking care of own needs.
--Choosing materials.
--Acquiring skill with tools and equipment.

Language

--Conversing about personally meaningful experiences with adults and peers.
--Describing (and listening to others describe) objects, events, and relations.
--Expressing feelings in words.
--Having one's own spoken language written down by an adult and read back.
--Having fun with language: rhyming, making up stories, listening to poems and stories.

Representation

--Recognizing objects by sound, touch, taste, and smell.
--Imitating actions.
--Relating pictures, photographs, and models of real places and things.
--Role playing, pretending.
--Constructing models out of clay, blocks, etc.
--Making drawings and paintings.

Some "special needs children" are still functioning at the sensorimotor level when they are three years old or older. For these children, as well as for others with less severe delays, the basic manipulative/exploratory activities are the developmentally appropriate ones; there is no attempt to extend these activities immediately into ones that require high level (i.e. more abstract) symbolic or representational processes. Thus, for a developmentally delayed or intellectually impaired preschool child, we provide readily transformable materials such as water, sand, finger paint. Of course, these materials are used by all preschool children, but the special needs child may engage in different activities with the materials and the teacher's responses and questions are based on the way the child interacts with the materials. A good learning environment encourages children to interact with materials in diverse ways, according to their developmental level, rather than imposing one way to use the materials.

Example: A normally developing four-year-old child will use sand to make "roads" for toy cars. A child still functioning at the sensorimotor level will be interested in filling and emptying containers of sand, but not in using the sand to represent something else.

Example: While a four- or five-year-old can make playdough from a picture-recipe chart, measuring the flour and water and salt and oil with measuring cups and spoons, a child who is developmentally two years old will enjoy manipulating the ingredients and transforming them into dough, but will not be able to decode the chart. In the same work/play group, a child with a hearing impairment might assist with some

of the steps requiring fine motor coordination (such as pouring) or quantitative concepts (using measuring cups).

The self-confidence and excitement of being able to contribute to the final result is very important to all children.

For children with language delays or impairments, the active concrete experiences provide a context and a reason to talk with others. In the course of such experiences, peers can act both as models and sources of reinforcement. Asking other children for materials or equipment, or describing what one has accomplished to the teacher are ideal ways to exercise the language a child is learning. This is language that is purposeful, social, and generalizable outside the classroom. Language in the speech clinic too often is removed from real experiences, from the need and joy of communication, and therefore, may not generalize to home and school situations. Encouraging a wide variety of representations, not just verbal, also means that children whose language lags behind their general cognitive development have a number of ways to make their feelings and ideas clearer: through art media, role play/pantomime, dance and movement, construction with blocks or with real carpentry tools and wood. This richness of materials and diversity of possibilities makes it possible for a child with sensory or perceptual deficits to find alternative means of initiating active transactions with the environment and with peers. The hearing impaired or visually impaired child is given incentives to interact with materials and with people; these children are invited by the environment to use both their impaired sensory channels and their normally-functioning ones.

2. Helping children to adopt a problem solving orientation

A second basic strategy, which complements the active-concrete learning and extension through language and representation, is a strategy of helping children to define goals, to discover problems in the process of trying to attain goals, and to explore and evaluate alternative solutions to a problem, whether

it is a problem involving objects or people. This problem solving orientation is an exciting one for teachers and parents to see developing in young children. It is all the more exciting when one sees it work for children with special needs.

Children experience a daily routine in the Cognitively Oriented Curriculum that asks them to make plans and choices. They learn from this that they can accomplish something if they first make a plan, and they also learn that they have explicit choices and alternatives. We have seen this approach generalize from the classroom to the home. We create environments in which teachers and parents learn that it is their job to help children encounter interesting (and solvable) problems.

> *Example: An emotionally disturbed boy, labeled "hyperactive" by some, exhibits long periods of focused attention and purposeful activity as he makes an airplane out of wood at the workbench. He chose to go to the workbench, and decided that he wanted to make an airplane. The teacher helped him to think about the materials, tools and procedures he would need. Later at "recall time" he drew the airplane and dictated a "story" about it in which he described what he did when the glue was not strong enough to hold the wings on the plane.*

Providing choices and a rich variety of developmentally appropriate materials is an alternative to the kind of environmental restriction conventionally prescribed for handicapped children. The notion that children with special needs require stimulus-lean environments may have evolved as a way of getting children to attend to highly structured tasks that are not developmentally appropriate and hence not interesting. This would explain why children seem to become "distracted" by other "stimuli" in such an environment.

The belief that special needs children require extrinsic reinforcers for participating in learning activities may also have grown out of settings that provide developmentally inappropriate activities. In most cases where children have been able to participate in a Cognitively Oriented group preschool program, it has been possible to find activities that are intrin-

sically motivating. The systematic use of "social reinforcers" has also been unnecessary, since these rewards occur naturally in an "open" preschool environment; the systematic record keeping and scheduling of reinforcers by the teachers has not been required. The children derive a sense of accomplishment from carrying out their own plans, rather than from pleasing the teacher.

3. Helping children move from here and now to there and then. From things to relations.

An approach which stresses active learning and choices must help teachers to support intellectual growth in many ways. Representation and conversation are ways to stretch young minds: In the process of talking about experience and representing them in several modalities (actions, drawings, models, etc.) children are consolidating their comprehension of events and building analytic and creative skills. Children learn relationships and pay increased attention to the structure of objects and events. A basic strategy teachers use in the Cognitively Oriented Curriculum is to move conversation and representational activities from the here and now to more remote events and places as children become more capable of dealing with the past and future and with spatially distant realities. This is part of an expansion of learning from things to relationships, comparisons, quantification. Some of the "key experiences" that contribute to this expansion are the following:

Spatial Relations

--Fitting things together and taking them apart.
--Rearranging a set of objects or one object in space (folding, twisting, stretching, stacking, tying) and observing the spatial transformations.
--Observing things and places from different spatial viewpoints.
--Experiencing and describing the positions of things in relation to each other (e.g., in the middle, on the side of; on, off, on top of, over, above).
--Experiencing and describing the direction of movement of things and people (to, from, into, out of, toward, away from).

--Experiencing and describing relative distances among things and locations (close, near, far, next to, apart, together).
--Experiencing and representing one's own body: how it is structured, what various body parts can do.
--Learning to locate things in the classroom, school, and neighborhood.
--Interpreting representations of spatial relations in drawings and pictures.
--Distinguishing and describing shapes.

Temporal Relations

--Planning and completing what one has planned.
--Describing and representing past events.
--Anticipating future events verbally and by making appropriate preparations.
--Starting and stopping an action on signal.
--Noticing, describing, and representing the order of events.
--Using conventional time units when talking about past and future events (morning, yesterday, hour, etc.).
--Comparing time periods (short, long; new, old; young, old; a little while, a long time).
--Observing that clocks and calendars are used to mark the passage of time.
--Observing seasonal changes.

Classification

--Investigating and labeling the attributes of things.
--Noticing and describing how things are the same and how they are different. Sorting and matching.
--Using and describing something in several different ways.
--Describing what characteristics something does *not* possess or what class it does not belong to.
--Holding more than one attribute in mind at a time. (Example: Can you find something that is red and made of wood?)
--Distinguishing between "some" and "all."

Seriation

--Comparing: Which one is bigger (smaller), heavier (lighter), rougher (smoother), louder (softer), longer (shorter), taller (shorter), wider (narrower), sharper, darker, etc.

--Arranging several things in order along some dimension and describing the relations (the longest one, the shortest one, etc.).

Number concepts

--Comparing number and amount: more/less, same amount; more/fewer, same number.
--Comparing the number of items in two sets by matching them up in one-to-one correspondence. (Example: are there as many crackers as there are children?)
--Enumerating (counting) objects, as well as counting by rote.

These experiences and concepts are an important bridge between physical encounters with the world and the kinds of abstract reasoning skills necessary for success in school. When special education programs attempt to teach school skills (e.g., alphabet recognition, clock or calendar reading, simple arithmetic) before the child has mastered the underlying spatial or temporal concepts upon which these skills are based, the result can only be frustration for the child or superficial or rote learning. Often academic skills are introduced to developmentally delayed children with the thought that the children will "look" normal if they can write their names, appear to understand the calendar, know right from left, etc. Rather than drill concepts not understood by the developmentally younger child, it makes more sense to provide the foundation upon which such concepts can later emerge more easily. Building up expectations about the flow of time in the daily routine (planning time, work time, cleanup time, recall time, etc.) is a useful step toward mastery of clocks and calendars, for example. Similarly, grouping materials in categories and making them easily accessible to the children can enhance their understanding of their environment. An organized daily routine and classroom environment can provide the predictability and stability that all children need if they are to be comfortable in an environment that invites choices and creativity.

The general strategies and key experiences described above are being used with all types of children, not just handicapped children. Thus, the Cognitively Oriented Curriculum has been shown to be a framework that can

serve as the basic tool for teachers working with integrated groups of handicapped and nonhandicapped children. The High/Scope Preschool and programs around the country which use this model, have demonstrated that a model which strives for developmental validity rather than remediation and attainment of specific objectives through didactic teaching, can best help to create learning environments that are both "least restrictive" and "most facilitative."

Evaluation Findings

We do have quantitative or "hard" evidence for the effectiveness of a developmental approach -- evidence that is striking because it includes longitudinal follow-up research:

- "Educably mentally retarded" children who attended the first preschool program which used the Cognitively Oriented Curriculum (The Perry Preschool in Ypsilanti, Michigan) scored significantly higher than a no-preschool control group on achievement tests given at the end of eighth grade. (Weikart, Bond, and McNeil, 1978)
- Children in the Cognitively Oriented preschool classes in Ypsilanti have consistently shown impressive test gains on IQ-type measures pre-to-post. In one study, for children who averaged 80 on the Stanford-Binet at the beginning of the year, there was an average 24 point IQ gain by the end of the program, and a sustained gain of 15 points five years after the end of the program. (Weikart, et al. 1978)
- Findings from the 1975-76 school year show that the handicapped children in the High/Scope Preschool experienced important gains. (Banet, Matz, et al. 1976) Pre- and post-testing with the McCarthy Scales of Children's Abilities revealed that the children, as a group, advanced 2.02 months in mental age for each month in the High/Scope First Chance Demonstration Preschool. The gains of the variously handicapped children were equivalent to those of their non-handicapped peers.

These findings suggest that developmental preschool programs can produce measurable gains that endure over many years. These findings are as powerful a validation of the developmental approach as any outcome data in the preschool intervention literature.

Conclusion

The Cognitively Oriented Curriculum is one of many approaches serving young handicapped children in "open" environments. Continued research should shed more light on the applicability of developmental vs. diagnostic/corrective models and on issues relating to the structure of environments for young handicapped children. It is our strong belief that effective and developmentally appropriate programs for "normal" and for "special" children will turn out to be remarkably similar.

References

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Weikart, D. P., Epstein, A., Schweinhart, L. and Bond, J. T. 1978. The Ypsilanti Preschool Curriculum Demonstration Project: Preschool years and longitudinal results. Monograph No. 4, High/Scope Educational Research Foundation, Ypsilanti, Michigan.

SERVICES TO CHILDREN

The High/Scope First Chance Project operated a demonstration classroom serving preschool children at High/Scope's Staff Training and Curriculum Development Center located at 306 W. Cross Street in Ypsilanti. This building also housed a non-graded elementary level classroom and a classroom for middle school-aged children. At the beginning of the 1976-77 school year the preschool classroom was moved to a site at 206 E. Forest in Ypsilanti, adjacent to the Foundation's headquarters building at 600 N. River Street. Transportation via school bus was provided for children living in central Ypsilanti.

Children attended half-day sessions (morning and afternoon classes) of 2 1/2 hours five days each week. A staff ratio of 1:7 was maintained; for each class of 15 children there were two teachers, sometimes supplemented by consultants or trainees. Parents were encouraged to observe the class and some occasionally served as volunteers.

Children were recruited through existing referral channels. The project did not institute a screening program other than to evaluate children, upon their referral to the program, according to program admission criteria. Agencies with whom the project maintained contact are listed below:

- Institute for the Study of Mental Retardation & Related Disabilities -- Early Intervention Project (First Chance)
  University of Michigan, Ann Arbor
- Eastern Michigan University
  Speech Clinic
  Ypsilanti
- Community Coordinated Child Care (4-C)
  Washtenaw County
- University of Michigan
  Audiology Clinic
  Speech Clinic
  Mott Children's Hospital - Social Work Dept.
  Children's Psychiatric Hospital
- Child and Family Services of Washtenaw County
- Community Services Agency
- Huron Valley Child Guidance Clinic
- Washtenaw Association for Retarded Citizens
- Child and Family Services of Washtenaw County

- Washtenaw Mental Health Agency
- Visiting Nurses Association of Ann Arbor & Ypsilanti
- Livingston Intermediate School District
- Washtenaw Intermediate School District
- Washtenaw Dept. of Social Services
- LEA's in Saline, Milan, Chelsea, Ypsilanti, Ann Arbor, Dexter
- Ypsilanti Salvation Army
- Community Outreach for Parent Education
- Child Health Association
- Child Care Referral Service
- Association for Children with Social & Learning Difficulties

The handicapped youngsters accepted by the project were considered to meet criteria for eligibility for school services under Michigan's Mandatory Special Education Act (P.A. 198). These children were also identified as having a good chance of being mainstreamed in later schooling. A child was evaluated by project staff according to the above two criteria upon referral to the project.

There was some variation in the interpretation by local districts of the appropriateness of a public school Educational Planning and Placement Committee (EPPC) endorsing non-public school placements. The Mandatory Special Education law in Michigan requires that services be available through public school to handicapped individuals from birth through twenty-five. The Michigan constitution prohibits use of public funds for educational programs provided by private schools. Public schools may provide such services as transportation to private school students, albeit without state reimbursement. State of Michigan categories defining individuals eligible for special services parallel federal categories.

In most cases the child's previous diagnostic history as recorded in the child's records from other agencies provided sufficient information to obviate the need for further testing and evaluation prior to entry. When invited, High/Scope staff sat in on EPPC meetings convened by local school districts to serve as "due process" panels pursuant to the mandatory special education law. In some cases EPPCs recommended or approved High/Scope placement; in others High/Scope was chosen by parents as an alternative to the program provided by the public schools.

The project served children who were mentally retarded, language impaired, physically or health handicapped, hearing impaired, or emotionally disturbed. The children were preschool age (one or two years prior to kindergarten eligibility) either chronologically or developmentally. The project served chidlren from 2 1/2 years through 7 years chronologically, and from approximately one year old through five years developmentally.

Physical/health handicaps included epilepsy, cerebral palsy, scoleosis and muscular dystrophy, stroke, and heart disease. Causes of developmental delays included prenatal brain injury, brain dysfunction due to high fever, Down's syndrome, and other genetic anomalies.

Supplementary services to children and families were provided by community agencies. Services were coordinated with over twenty agencies. The project directly provided a center-based classroom experience and a parent liaison function, but did not undertake to provide medical, diagnostic, or specialized therapeutic services already available in Washtenaw County, Michigan.

Fifteen of the handicapped children served by the High/Scope First Chance Project entered kindergarten in integrated placement situations. One child has died since entering elementary school; the remaining fourteen are still in integrated settings as of June, 1977. Six children will return to the High/Scope preschool in 1977-78. One child is in a self-contained special education class but participates in a "regular" education class part of the time.

Children Served Directly in High/Scope Preschool
1974-1977

Handicapping Condition	1974-75	1975-76	1976-77
Trainable mentally retarded	1	-	-
Educable mentally retarded	2	2	2
Specific learning disabilities	-	-	-
Deaf/blind	-	-	-
Deaf/hard of hearing	-	1	2
Visually handicapped	-	-	-
Seriously emotionally disturbed	1	1	-
Speech impaired	-	1	3
Other health impairments	2	5	1
Crippled	1	-	2
Multihandicapped (also listed above)	3	14	5
Total handicapped	7	11	10
Total non-handicapped	22	20	22
Total	29	31	32

(Part II, Section C, continued from reverse)

icy to integrate handicapped children into regular classrooms, enactment of mandatory or other State legislation affecting early education, relevant new course offerings at universities, etc.).

(2) Where outputs are quantified in response to any portion of Part II, relate quantifications to cost data for computation of unit costs. Analyze and explain high-cost units.

(3) Indicate other matters which you would like OE to know about *(e.g., community response to the project, matters concerning the project's working relationship with OE, technical assistance of OE staff, or any other relevant subject.)*

Part III

All grantees with a Demonstration/Service function or activity are to complete Table I. All grantees under 13.488 and 13.451, as well as those under other handicapped programs with a Training/"Inservice" Training activity are to complete Table II.

Table IA
Demonstration/Service Activities Data
Children

Enter actual performance data for this report period into the appropriate boxes. Use age as of the time of the original application, or the continuation application, whichever is later. On lines above line 11, count multihandicapped individuals only once, by primary handicapping condition, and indicate the number of multihandicapped in line 12. Data for lines 1 through 11 are for those directly served; i.e., services to those enrolled or receiving major services, and not those merely screened, referred or given minimal or occasional services.

Type of Handicap	Number of Handicapped Served by Age					
	Ages 0-2	Ages 3-5	Ages 6-9	Ages 10-12	Ages 13-18	Age 19 and Over
1. Trainable Mentally Retarded						
2. Educable Mentally Retarded		2				
3. Specific Learning Disabilities						
4. Deaf-Blind						
5. Deaf/Hard of Hearing		2				
6. Visually Handicapped						
7. Seriously Emotionally Disturbed						
8. Speech Impaired		3				
9. Other Health Impaired		1				
10. Crippled		2				
11. Total		10				
12. Multihandicapped		5				

If the data in the above table differ by more than 10 percent from the data originally presented in your approved application, please explain the difference.

Table IB

Project Staff Providing Services to Recipients in Table IA

Type of Staff	Number	
	Full-time	Part-time *(As Full-time Equivalents)*
Professional Personnel *(excluding teachers)*	6	
Teachers	2	4 Teacher Trainees
Paraprofessional		

Table IC

N/A If applicable: Services to Those Handicapped Not Included in Table IA

Service	Number of Handicapped
Screened	
Diagnostic and Evaluative	
Found to Need Special Help	
Other Resource Assistance	

Table II

Preservice/Inservice Training Data

Handicapped Area of Primary Concentration	Number of Persons Received Inservice Training	Number of Students Received Preservice Training by Degree Sought			
		AA	BA	MA	Post-MA
Multihandicapped					
Administration					
Early Childhood	75				
Trainable Mentally Retarded					
Educable Mentally Retarded					
Specific Learning Disabilities					
Deaf/Hard of Hearing					
Visually Handicapped					
Seriously Emotionally Disturbed					
Speech Impaired					
Crippled and Other Health Impaired					
TOTAL	75				

If data in Table II above differ by more than 10 percent from those in your approved application, explain.

Number and Characteristics of Children Served: 1976-77

During the 1976-77 term, the High/Scope First Chance preschool enrolled thirty children. Ten of the children were evaluated by referral agencies as handicapped according to the guidelines of the Michigan Mandatory Special Education Art. Another ten children were from low income families and were considered "high risk" in terms of predicted school achievement. Ten other non-handicapped children were from middle income families. The children with handicapping conditions included:

Child I	Four year old boy Hemiplegic Stroke Viction Cardiac patient (wears a pacemaker)
*Child II	Five year old boy Spinal Curvature and hump (Scoleosis and Kyphosis) Developmentally delayed
Child III	Four year old boy Down's Syndrome (Mongolism) Tests in Educable Mentally Impaired Range Speech and language delayed
Child IV	Six year old boy Hearing Impaired Speech delayed Tests in Educable Mentally Impaired Range Hyperactive
Child V	Four year old boy Speech and language delayed Tests in Educable Mentally Impaired Range
Child VI	Four year old girl Speech and language delayed Borderline range of normal intellectual functioning Some immaturity in gross motor skills
Child VII	Five year old boy Speech problem (articulation)

* Child VIII	Three year old girl Hearing impaired No expressive language Receptive language delay Cardiac patient
Child IX	Three year old girl Cerebral palsy victim (crippled)
Child X	Four year old boy Speech (articulation) problem

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* Surgical operations were performed on these two children during the school year. Child II transferred to another city and Child VIII is recuperating.

Supplementary Services : 1976-77

The following paragraphs summarize supplementary services to children in the program. (NOTE: Names have been deleted from these descriptions.)

—

-attended E. M. U. Speech and Hearing Clinic. His clinicians observed him in our classroom and we observed there. There was some discussion about his progress in correcting his articulation problems, and strategies which each of us have used. We received the end of term reports after each semester written by the student clinician.

--attended E. M. U. Speech and Hearing Clinic. Same contacts as for . with clinicians. Cooperation with Dexter Community Schools over his placement for next year. Principal of the elementary school he attended unsuccessfully before High/Scope observed him in May in our classroom. Was very pleased with what she saw, thought our program was good for him, and had conference with us about our goals for him, our strategies, both successful and unsuccessful, and asked us for our opinions on future placement. We have scheduled an EPPC for June 14. , on our staff, who also works in Dexter has observed a few times in the classroom.

Currently we are stressing the need for a current complete testing on hearing, which we feel is changing.

_____r--Referred to E. M. U. speech and hearing clinic for hearing test at request of informal assessment done in the classroom by student clinicians.

Also called Mr. _____ at Perry Child Development Center to find out about "developmental kindergarten" programs next year for young five-year-olds who need special help. The KIDS Program is being reinstituted by popular demand at Perry.

_____r--No referrals this year. Last year observed him at Rackham in physical, occupational and speech therapy and the physical therapist observed him here. I utilized many techniques which she taught me during this school year since he was receiving no physical therapy. Recently, she visited him in his home and was impressed with his physical well being and coordination. (Thought we must have been doing as much as we could with him.) Next year he will come here full time and go to Rackham for P. T. on two other half days per week. A speech therapist from 's pediatrician's office came to observe him in our classroom. She was going diagnostic work on him at his parents' request.

--(see attachment for details)
Contacts included:
Ypsilanti Public Health Department
Michigan Department of Public Health
Ypsilanti Public Schools
Public Health Nurse
Well Child Clinic
and s Pediatricians
from ISMRRD

--Initiated EPPC
found Parent Advocate through Community Social Service Agency for EPPC

communicated with 's doctor about her physical condition after surgery.

Arranged transportation through Dial A Ride.
We initiated an EPPC for (Apparently only the school system and ourselves were represented.)

However our staff searched and considered the following placement for : (decisions are pending.)

1) Children's Psychiatric Hospital--Residential Program at U of M
2) High Point--program for severely impaired.
3) --U of M
Infant Mental Health Programs
Therapy for mother and child up to four years
4) Title VI--Ypsilanti Public Schools

diagnostic program 0-5 years.
5) Ypsilanti Public Schools--Special Education 0-3 years.

Speech and Hearing Clinic--E. M. U.
Contacts with ISMRRD re: 's prior programs.
Viewed Video tape of 's last evaluation, and discussed it with his tester.
Arranged for psychological evaluation of at Parents' request at Intermediate School District or Ypsilanti Public Schools.

Talked with the family's social worker, , re: 's home background and cleanliness issue, asked her to approach his mother.

Salvation Army contacted us about re-enrolling , in our program.

Arranged transportation on Dial A Ride of Washtenaw County.

Had EPPC for .

_____ _____ __--attends physical therapy at Rackham, formerly E. M. U., now Ypsilanti Public Schools.

_____'s parents related suggestions from the physical therapist.

A. M. teacher observed her in therapy.

_____ _____

Attends E. M. U. speech and hearing clinic, at our referral.

_____ _____

School system he is now attending asked for records--
Roosevelt McGrath Center in Wayne.

Also, lawyers for his mother called re: his development and how it might be affected by his parents' divorce.

Visited him at Mott Children's Hospital when he had surgery.

PARENT AND FAMILY PARTICIPATION

Parents were involved in the project via group meetings, home visits, workshops, and individual conferences at school with project staff. Parents assisted staff in developing educational plans for their children. The goals and methods of the Cognitively Oriented Curriculum were discussed with parents in order to encourage continuity of home and school experiences and expectations.

In 1974-75 there were five evening parents' meetings with an average attendance of 24 parents.

In 1975-76, 46 home visits were made to seven families. Individual parent conferences were held, supplementing eight meetings for parents. (Average attendance: 13 parents).

In 1976-77 all families met with the teachers before school began. Home visits (29) were made to nine families. There were nine parent meetings, attended by an average of eleven parents.

Home Visits: 1976-77

Two types of home visits have been made this year: (1) initial home contacts carried out before school began, and (2) home teaching visits carried out throughout the year with selected families.

Initial home contacts were made to all families by the teacher. The purposes of the visits included meeting the children to make the transition to school easier, explaining the school to the parents and answering questions about forms, etc., describing the parent program, and determining convenient times for meetings. A number of parents remarked afterward that they appreciated meeting their child's teacher and being able to observe their child's interaction with him/her. A total of twenty-seven home contacts were made.

Home teaching visits were made to families where the teachers felt the child could benefit directly from increased teacher contact and/or greater understanding by the parents of the High/Scope program. They were labeled "teaching" visits because the teachers usually brought materials for the child to work with and modeled teaching strategies and questioning techniques for the parents. A total of thirty-seven visits were made - an average of slightly over four home teaching visits to each family selected. Nine families were involved, seven of whom were families of children mainstreamed into the program and funded by the Demonstration Project. It should be stressed that the frequency and duration of home teaching visits were determined by the teacher on the basis of the seriousness of the child's need, the receptivity of the parents, and the teacher's judgment of the effectiveness of the visits.

SUMMARY OF HOME VISITS - 1976-77

Family	No. of Visits	Goals
Note: Names have been deleted.	10	1) maintain contact while hospitalized (he missed 3 months of school.) 2) introduce materials he could use while immobile and which are more open-ended than those provided by the hospital. 3) role play hospitalization (before, during, and after) to counteract fears. 4) representation - try to encourage more varied methods: he rarely used drawing materials 5) encourage language, especially while immobile.

Teacher's Evaluation: Mother's interactions with child were very good and supportive. Purposes of the visits to maintain contact with school were generally realized.

	4	1) involving mother in child's activity 2) pointing strengths child has to help overcome mother's negative attitude 3) modeling parenting and teaching skills

Teacher's Evaluation: Difficult to establish rapport. Home visit format of High/Scope Infant Department was used to achieve these goals through the use of activities. Day-to-day problems of family interfered with improving mother/child interaction.

Family	No. of Visits	Goals
	4	1) involve parents in child's activity to decrease amount of TV watching
		2) provide child with individual attention he was not getting at home because of continued late arrival at school
		3) encourage different methods of representation
		4) introduce him to other materials in the classroom which he rarely used.
		5) model positive adult/child interactions
		6) demonstrate value of non-commercial toys as learning tools

Teacher's Evaluation: I tried to get the parents involved in the activities while I was there (with moderate success). They did, however, exhibit an awareness and concern for the child and were very positive in their attitudes toward him. I had no trouble establishing rapport. Later I sent things home from school with him to do with his parents (again, with moderate success). Considering their family demands (three other handicapped children), I believe they did quite well.

Family	No. of Visits	Goals
	1	1) respond to parents' questions about discipline at home
		2) suggest activities to do at home
		3) open the way for more involvement of parents in the program.

Teacher's Evaluation: The family tends to remain isolated, but expressed interest in a visit late in spring. I drove the child home and brought along his plan, the cars he built (one for his brother) and his representations. I explained what he had done in school that day to his parents. They seemed very interested and praised his work. We exchanged ideas and feelings on discipline and activities, and they were very receptive to suggestions. The way is open, I feel, for much more contact next year

	7	1) gain a better evaluation and understanding of child's abilities and of parent's expectations.
		2) involve parent in making developmentally appropriate toy for child, and discussions
		3) encourage child's verbalization and receptive language
		4) give emotional support to child and mother during child's hospitalization.

Teacher's Evaluation: Good rapport was established and the child showed much more attention to and recognition of the teacher than she did in school. Realistic expec-

Family	No. of Visits	Goals

tations were established with parent on basis of child's abilities. Toys at home were observed and discussed, and parent followed through on providing other appropriate materials. Parent became anxious about child's increased exploration ("getting into everything" at home), but was able to be reassured that this was a normal and valuable part of her learning. Parent later came to understand and encourage it. Child would cease verbalization when imitated (a typical infant reaction). Much support was given to the parent which resulted in her wanting to extend the program at home.

	1	1) introduce child to materials she hasn't used in class
		2) learn from parents how to properly position her and encourage her to keep her correct posture

Teacher's Evaluation: She used and liked the new materials, which her lack of easy mobility prevents her from getting and using in class. Perhaps now she will be more motivated to at least ask for them. Mother showed several ways of positioning her, but felt her cognitive and social experiences should come first, and that her physical routines should not distract her from them.

	1	1) talk to both mothers about their observations in class the week before.
		2) observe the boys together and discuss their language
		3) discuss their progress in school
		4) encourage parents to bring the boys together more often

Teacher's Evaluation: Good discussion with Mrs. , but Mrs. arrived late. Parents were pleased with the boys' interactions and agreed to get them together more often, which will probably help both boys to increase their language skills.

	4	1) discuss activities for small muscles with mother
		2) observe child working with materials

34

Family	No. of Visits	Goals
		3) discuss child's recent problematic behavior at school

Teacher's Evaluation: Parent very supportive of the program, and was impressed with the child's work with some small muscle materials which she said she would provide at home. Other materials were not so successful, so she got a broader picture of his abilities. The problematic behavior was resolved in a three-way discussion.

	5	1) discuss limit-setting and high expectations
		2) organization of time and space at home
		3) his representational skills
		4) his use of materials
		5) his expressive language progress

Teacher's Evaluation: The expressed what they liked about the home visits in their own words:

"1. That we agreed on the topic prior to the home visit.

2. You came when s father was home too.

3. It gave us a chance to express our views to the teacher and his to us more easily than trying to do it in a few brief minutes when taking our child to school. You provided us with the aid and interest we needed to get focused in proper perspective.

4. Monthly visits helped us as parents to be aware of our child's constant changes and development.

5. The monthly home visits also allowed all of us to be consistent in helping with behavior patterns, language development, and to deal with frustrations, so that he wasn't getting confused.

6. It was good for to see the teacher in his own environment and he did things for you that he may not feel comfortable performing at school.

7. Home visits allowed us an opportunity to clarify words was saying that were not understood by one party or the other.

8. Your reference to us as "____ and ____", instead of Mr. and Mrs. ____, made us feel more at ease and comfortable in expressing our opinions, because we felt more like a peer."

Individual Conferences with Parents: 1976-77

Two conferences were held with each parent, one in January or February, and one in May or June. The winter conferences were held either outside of school and included the showing of videotapes of the child in the classroom, or else they were preceded by the parent observing the child in class. Decisions as to which method was used were made based on availability of the parent to visit the school and length of time needed to prepare videotapes. In either case, teachers based their comments on the Child Observation Record items which had been filled out just previously. Children's plans and representations over time were also examined and discussed. Of course, both teachers and parents brought up concerns. Teachers described strategies tried in the classroom and in some cases emphasis was placed on the coordination of school and home practices (consisting of routines, etc.).

End-of-year conferences, held by some teachers, included parent observation and participation in the classroom with the conference following. In such cases, discussion was based on what took place that morning, concerns of the parent or teacher, and progress the child had made over the year. For these teachers generally, the conference often emphasized the social/emotional well-being of the child over concerns about the child's cognitive development or "academic success". For other teachers, the emphasis was more on trying to present the parent with an overview of the child's development since the fall, in specific terms drawn from the teacher's records throughout the year, (Child Observation Record and Child Assessment Form). An example of the written form these overviews took is included on the following pages. Parents were given a copy. In all cases of final conferences, next year's placement for the child was discussed, and necessary coordination with other agencies was planned.

SAMPLE NOTES ON PARENT CONFERENCE

Final Notes on Parent Conference for _____, June 1977
(from Child Observation Record & Developmental Assessment)

Planning

_____ has come to be able to describe what he is going to do in school with prompting from the teacher. Early in the year he would plan by just naming an area, material or child for his plan. He has moved from usually starting his plan (3 days out of 5) to usually following it for 10 minutes or more. Generally, _____ length of focus has increased from less than 10 minutes to 10-30 minutes.

Problem Solving

According to observations, _____ has remained pretty much at the same level of perceiving and confronting but not seriously attempting to solve problems. He will occasionally attempt to solve a problem.

Representation

_____ has moved from using materials to make representations with usually little detail, to making them sometimes with some detail. In dramatic play he has shown increased ability to coordinate role play with peers, in addition to continuing to use objects, actions, and words to pretend to be doing something.

For recall, _____ has continued to usually name something he did, and in terms of using art media to make representations, he still does not usually do it without the teacher requesting him to do so. At some of these times, though, he has been able to show some detail.

Social-Emotional

_____ has shown greater ability to join in activities that involve agreed-upon rules. He still does not often spontaneously share, or attempt to help or cheer children (other than his sister), or settle disagreements without the teacher's help. He has continued throughout the year to enjoy the company of others and be liked by them, and to seek out and get their attention appropriately. _____ will take turns and participate in all-group activities, and can sometimes settle disagreement verbally. He asserts his rights, does not need an undue amount of adult attention, and makes an effort to follow the rules of the classroom. He has also continued to work with others toward a common goal throughout the year, and to show pride in his work.

Communication

doesn't show much interest in the process of writing, but does show interest in reading and being read to. Verbally he communicates fluently.

Action/Language

From beginning of year described objects and past events; was actively involved with others and with materials.

Representation

Initially used trucks, busses; did not recognize objects by taste, feel, smell. Nov. - "read" back his plan using rebus pictures; began to represent things out of playdoh; Mar. - described where adult should draw details on picture of truck; Apr. - made a "happy" face out of playdoh with eyes.

Classification

Matches on color and tells why; could not tell why two things were different; Jan. - confuses "same" and "different", matches things that are the same, but does not sort out similar things; did not understand sorting "long trucks" and "not long trucks".

Seriation and Number

Uses words "big", "little" to describe; can show which is bigger or smaller, but sometimes confuses; Apr. decided to make a "smaller" bridge that wouldn't hurt him it if fell; identifies which set has more if difference is gross; described whether I should draw 1, 2, or 3 wheels on his truck picture correctly.

Temporal Relations

Anticipates next activity in Daily Routine. Makes realistic plans for future activities; recalls events, but not in sequence; Apr- noticed end of his activity and cleaned up on his own.

Spatial Relations

Rebuilt a ramp that had fallen. Oct. - hard to make square enclosure out of blocks; doesn't understand putting glue on back of picture; can identify "front", "back", "in", "on".

39

Parent Meetings: 1976-77

Before school began, all parents were asked about convenient times to schedule monthly parent meetings. In response to difficulties encountered last year with evening meetings, teachers suggested having meetings this year usually during school hours. It was felt this might not only solve the problem of transportation, since parents could ride the bus with their children, but also the problems of finding baby-sitters and generally getting out at night after dinner. Even though at least one parent per family was likely to be working then, it was felt that this disadvantage could be outweighed. In fact, most of the parents said that during school hours on Friday would be a good meeting time for them. For the first meeting, though, teachers did ask parents to try to make an evening potluck supper in order for as many parents as possible to meet one another. Nine meetings were held between October and May, with an average attendance of 11 parents per meeting.

PARENT MEETINGS - 1976-1977

OCTOBER PARENT MEETINGS

DATE: October 12, 1976, evening

ATTENDANCE: 15 parents, 6 staff

TOPIC: Review Playground Plans for Work Day on Saturday

AGENDA: Family Potluck Supper
Discussion of Work to be Done

NOTES: Teachers' plans for the playgound equipment to be constructed were presented and discussed after dinner. Plans called for a wooden climbing structure and a brick water-play structure. Some skepticism abounded about finishing both, but the consensus was to go ahead and try.

DATE: October 16, 1976, daytime

ATTENDANCE: 15 parents, 8 staff

AGENDA: Work on the playground structures

NOTES: By mid-afternoon, work was all but completed on both structures. Everyone found his or her specialty, or at least something he/she could do. Organization, planning, and good spirits helped the work go smoothly.

NOVEMBER PARENT MEETING

DATE: November 12, 1976, daytime

ATTENDANCE: 10 parents, 6 staff

TOPIC: "Some Ways to Extend the High/Scope Curriculum At Home"

AGENDA: Discussion of topic from the point of view of problem solving as a conceptual basis of the curriculum.

View media, "Choices II" and "Supporting Communication Among Preschoolers, IV" and discuss how they relate to problem solving at school and home.

Feedback on content and presentation of the meeting, on convenience of the afternoon meeting time, on suggestions for future topics.

NOTES: The topic had been suggested at a preliminary planning meeting of a small group of parents and teachers in September. Bill led the discussion beginning with the questions "What is a problem?" We generated a list of kinds of problems that we, as adults, face in day-to-day living:

- finding convenient meeting times for groups of people
- seeing that information gets communicated
- finding things
- getting ready in the morning
- settling interpersonal conflicts

- how to keep the car running
- paying the bills
- toilet training (is it more of a problem for the adult than for the child?)
- organizing time

We listed various steps we go though in solving a problem, though not necessarily in order:

- decide on priorities
- think up alternatives
- seek help and/or advice
- try out alternatives
- define the problem
- represent either by a drawing, graph, written plan, etc. the problem and solution alternatives
- break the problem into parts
- decide whose responsibility it is to solve it

We then considered that in solving problems we use the full range of our thinking abilities. And we considered that for children to learn to be problem solvers, they must be involved in solving problems. To insure this, we pointed out that in the Preschool we as teachers make sure children are allowed to set their own goals that are meaningful to them and to make choices about how they will accomplish those goals.

The film "Choices" illustrated some teaching techniques designed to help children through the process of setting and accomplishing their goals. We considered how far Sergio's initial plan in the film to "go swimming" might have gotten without the teacher's acceptance of it and help in thinking through how he might represent a beach - or whether his would have been one of those problems most easily "solved" by avoiding it.

The videotape, "Supporting Communication Among Preschoolers" illustrated other techniques adults can use to help children utilize important steps in problem solving; for instance, referring one child's problems to another so they learn to seek help and/or advice from others, or being very patient while children try to solve their own problems.

Someone observed that often goals and problems that we set up for children are the ones to which they don't respond or follow through on.

The rest of the afternoon was sunny and mild, and we were able to finish the jobs on the playground. Work on it is now finished for the winter, except for a delivery of wood chips. In the spring we will plant grass and think about how to provide swings.

After the November meeting, the following questionnaire was sent to determine parents' reactions to the meeting, to re-assess the convenience of the meeting time, and to elicit suggestions for future topics. Seven responses were received which were positive about the content and presentation of the meeting, but almost half said the daytime meetings would be inconvenient. We planned then to later on have some evening meetings and assess them afterward. We planned our next two meetings on the basis of suggestions from parents.

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION
Feedback From November Parent Meeting

Please return to preschool, even if you were not able to attend the meeting

Circle One: morning session afternoon session

Content and Presentation of the Meeting

- Did the meeting succeed in exploring ways the High/Scope Curriculum could be extended at home?

- If so, were there any specific ways that seemed most interesting to you?

- Were you comfortable with the way the meeting was conducted? Would you have any suggestions for future presentations (outside speaker vs. open discussion vs. films, etc.)

Convenience of the Morning/Afternoon meetings time (Check all that apply)

☐ attended ☐ did not attend

☐ Friday afternoon/morning during my child's sessions are generally convenient for me to attend.

☐ I would have attended but something unusual came up. I plan to come to the next meeting.

☐ Friday afternoons/mornings are generally not convenient for me.

☐ I prefer evenings.

Suggestions For Future Meetings: Which ones would interest you?

The following were suggested in September

____ Child Development

____ Toys - selection and making

____ Handicapping conditions

____ Behavior modification

____ Discipline

____ Sexuality and/or sex stereotyping

____ Safety and first aid

____ Child abuse

____ Testing and measurement of children

____ Parenting issues - common concerns, frustrations, successes.

____ or perhaps expanding some of the ideas in our first meeting - other aspects of our program, things we've tried at home, etc.

____ other suggestions and interests you have:

Please complete and send to school with your child as soon as possible.
As of now, our next meeting is scheduled for December 10.

45

DECEMBER PARENT MEETING

DATE: December 10, 1976, daytime

ATTENDANCE: 10 parents, 6 staff

TOPIC: Toy Making and Evaluation

AGENDA:
1) Exploration and evaluation of some materials from the classroom
2) Making our own toys from scrap, recycled, and basic materials
3) Evaluating some commercially produced toys

NOTES:

1) We began by using Constructo-Straws, Pattern Blocks, Counting Bears, and Playdoh to see what we could do with them, how they could be combined, and what children might learn from them. Intricate straw structures were made. The Pattern Blocks were sorted according to color and combined to make free, symmetrical designs. Playdoh was used to represent food and cooking, and the bears ended up almost everywhere as either color matching or as parts of different representations. Some of the ideas people had on evaluating the materials included:

Constructo-Straws	Playdoh	Pattern Blocks
3-dimensional, can show motion, balance, proportion	role play - cooking,	color matching, shape recognition
color recognition and sorting	shapes - ball, snake	2 and 3 dimensional patterns
can be used in many ways	3 dimensional	can build with them
good for problem solving	color mixing and matching	easy to use
Problems: wear easily	Problems: dries out, gets dirty	Problems: basically 2 dimensional
some don't fit		not very representational
require a lot of hand co-ordination		not stable

Common to all materials:

all open ended
encourage creativity
stimulate language
encourage representation

2) During the work part of the meeting, people made many kinds of representational toys for their children: puppets, dolls, a car, boats, gas station pumps for toy cars; one musical instrument was made - a shaker; more "functional" items were a plant holder and a purse. We didn't count on people getting so involved and working so long, but they did, which did not leave time for discussing any commercially produced toys. Ideas we had hoped would come up included how many ways each toy could be used, how it could be combined with other toys to extend play, whether a toy attempted to "teach" one thing or whether a child could learn many things from it, and how creative a child could be with it.

JANUARY PARENT MEETING

DATE: January 11, 1977, evening

ATTENDANCE: 8 parents, 6 staff

TOPIC: Funny Things Kids Say

AGENDA
1) Family Potluck Supper
2) View videotape "Thinking and Reasoning in Preschool Children"
3) Discuss examples parents provide of preschoolers' logic and explanations of things

NOTES: Parents were asked ahead of time to note examples of their children's thinking. Some good examples were provided that illustrated lack of conservation, egocentricism in regard to interpersonal conflicts, transductive reasoning, animism, and artificialism in regard to explanations of physical events. A particularly good example of a transitional stage of reasoning between preoperational and concrete operational thinking was one boy's statement that if a fat person became thinner, he would have to become taller as a result. We talked about supporting children's thinking at the level they are operating on and trying to understand how they view things.

FEBRUARY PARENT MEETING

DATE: February 10, 1977, evening

ATTENDANCE: 6 parents, 6 staff

TOPIC: Work meeting to improve the House Area and encourage more dramatic play in the classroom

AGENDA: organize collected materials, label containers, build storage shelf

NOTES: The teachers felt that a practical non-discussion meeting might attract different parents. Also, it was felt that to be in the classroom working would be a good way to demonstrate to parents our classroom organization and labeling ideas. The kinds of materials collected, it was hoped, would give parents ideas for other things to use at home.

Though turnout was small, a lot was accomplished. However, all parents except one were connected with High/Scope, and were already familiar with the Preschool's classroom arrangement and labeling of materials. Thus, there was not too much new to demonstrate to them. A lot of good materials were brought in, though, to encourage dramatic play around such roles as "doctor", "grocery store", "hair dresser", "restaurant". Other people brought good containers in which to store the new materials.

After this meeting, parents were polled again. It came out fairly clearly that it was the potlucks which were enjoyed. It was suggested that we could solve the babysitting problem by furnishing babysitting during the meetings, and we incorporated all these suggestions for the remaining three meetings.

MARCH PARENT MEETING

DATE: March 10, 1977

ADDENDANCE: 14 parents, 7 staff

TOPIC: "Approaches to Discipline"

AGENDA: 1) Family Potluck Supper
2) Role play skit of discipline situation
3) Discussion of the four approaches

NOTES:

Sally (The Parent) and Lucrecia (The Child) acted out a skit involving a discipline problem: grocery shopping where the child wants to buy candy or toys, and the parent doesn't want to. They acted out four different approaches the parent could take with the problem, which started a good discussion among the rest of the group about the pros and cons of each approach. The discussion and approaches are summarized below:

1) "No, no, no!....Well, OK" - in this case the parent gives in.

pros	cons
child learns parents can be flexible.	- is inconsistent - may work now, but no long-term learning takes place - puts parent in a trap

2) "If...Then." parent rewards the child if she behaves

pros	cons
if the child chooses the reward it could be a good learning experience	- is just conditioning rather than learning what is right. - parent may not always want or be able to give a reward

[Parent has to be very specific about what the child should do and what she will get. Also, "if/then" has to be short-term for the child to remember]

- may have to end up telling the the child she's been "good" or "not good"
- may have to withhold something you'd like to give
- seems like a bribe

3) "You'd better not!" parent threatens the child with spanking, going home, etc.

pros	cons
	- sometimes its not effective
	- puts parent in position of having to follow through, and sometimes that's negative and embarrassing.
	- problem just seems to get worse

4) "What else could you do?" parent and child both try to find a solution to the child's behavior if it is likely to become a problem. For example, child can decide to push the grocery cart instead of getting candy, or bring a favorite toy, help pick out groceries and check off the list, or settle for only one candy, etc.

pros	cons
child becomes part of decision-making process	- success depends on age of child
child can help explore and understand reasons why and why not.	- parent must follow through even if the child's decision is not the best. (However, as part of this, child could learn to evaluate his own decisions.)
child makes a decision and is more likely to follow it	
keeps the child occupied	
gives child experience in problem solving	
encourages children to think of alternatives	

APRIL PARENT MEETING

DATE: April 4, 1977, evening

ATTENDANCE: 8 parents, 6 staff

TOPIC: "Effects of TV on Children"

AGENDA: 1) Family Potluck Dinner
2) View film from Action for Children's Television
3) Discuss viewing habits and alternatives to TV

NOTES: First we viewed a film which showed children watching various violent scenes on TV and discussing their reactions to the violence. Then we defined behaviors which children imitate. Parents stated that children model the acts of superheroes, they sing songs heard on commercials, count from Sesame Street, imitate popular singing, and act out aggressive actions. These behaviors modeled by children have been categorized by researchers into three groups: (1) actions which children deem important (2) unknown or un-understandable (or perhaps fearful) actions, and (3) actions which are exhibited by successful beings.

Jackie Kann related information on recent research in which findings indicated that children up to the age of nine cannot sequence a story line in a show and are not affected if the events are jumbled. Children tend to focus on the visual action of the presentation.

Parents had very good suggestions about ways to deal with the problems of TV. They generated the following:

- watch TV with your child
- talk about violence and how it hurts
- choose carefully and select only those shows which you approve of
- discuss the difference between make believe and real life, as preschool children confuse the two
- encourage children to draw or do something active while they are watching TV
- check public TV programming. Often it is better and has no commercials
- provide alternatives to TV. Keep children busy, take them places, have friends over
- talk about TV foods that can cause cavities

How does your child spend his/her time?

The following form was passed out at the meeting. Parents were encouraged to keep a record, try some of the suggestions listed above, and recalculate what activities occupy the child.

How does your child spend his/her time?

e spent:	Mon	Tu	Wed	Thurs	Fri	Sat	Sun
ching TV							
ying with ldren							
ying with ents							
school							

gestions, alternatives:

e spent:	Mon	Tu	Wed	Thurs	Fri	Sat	Sun
ching TV							
ying with ldren							
ying with ents							
school							

MAY PARENT MEETING

DATE: May 17, 1977, evening

ATTENDANCE: 13 parents, 6 staff

TOPIC: "Mainstreaming the Handicapped Preschooler"

AGENDA:
1) Family Potluck Supper
2) View High/Scope film: "Parents' Perspectives on the Mainstreaming of Handicapped Children"
3) Discussion of our Mainstreaming experiences
4) Discussion of summer activities for children

NOTES: During the first part of the meeting we saw the film, "Parents' Perspectives on the Mainstreaming of Handicapped Children" and discussed some of the issues it raised. Parents felt that non-handicapped children learn about differences among people and ways to help others. Parents of handicapped children felt that their children were more challenged in a mainstreaming setting since they were expected to be as much like non-handicapped kids as possible. These parents worked with their children because it showed them the many things their children could do which they, as protective parents, may not have been aware of.

During the second part of the meeting, we discussed things to do with the children over the summer. A list was distributed of places to contact for summer programs:

Township Parks and Recreation	483-0773
Ypsilanti High School	482-6614
Recreation Park	
Mack Pool, Ann Arbor	994-2898
YMCA, Ann Arbor	663-0536
Chapelle School	483-2445
Public Library	482-4110

We discussed taking a trip out to High/Scope camp at the beginning or end of the summer as a way to get the children together again and to use the High/Scope facilities.

Many parents also expressed interest in forming play groups over the summer. That would mean having a group of children at someone's house one or two days a week and then sending them to the other children's homes the other days. This system enables children to maintain friendships formed during the school year, gives parents some free time on a regular schedule, and gets parents in touch with each other. Class lists were sent home so parents could contact each other and get started planning the summer.

DEMONSTRATION AND DISSEMINATION ACTIVITIES

In order to acquaint policymakers, educators, and parents with the goals and methods of the High/Scope Demonstration Preschool Project regular visitors' orientation days were set aside, two conferences were held, and a variety of other activities were undertaken.

The number of visitors hosted by the project included 288 in 1974-75, 173 in 1975-76, and 415 in 1976-77. Visitors and conference attendees came from more than twenty-five U.S. states, several Canadian provinces, and from Chile, Peru, Colombia, Venezuela, Holland, Germany, and Australia.

In 1974-75 Dave Weikart and Linda Rogers described the work of the High/Scope First Chance Project on a broadcast of the Indiana Higher Education Television System.

That same year Linda Rogers described the project to 175 people at the CEC Conference in Los Angeles.

In the fall of 1975 the videotape "Integrating Handicapped and Non-Handicapped Preschool Children: Parents' Perspectives" was completed, and transferred to 16mm film.

On September 29-30, 1975, High/Scope hosted a conference in which all of the Michigan First Chance projects described their work. The Conference, entitled "Model Programs in Early Education for Handicapped Children" was held in Ypsilanti and was attended by over 100 people. Carolyn Smith from BEH and Sonya Johnson from TADS were present. Michigan Special Education Director Murray Batten outlined state plans for early childhood special education.

A year later, on October 7-8, 1976, a conference on "The Cognitively Oriented Curriculum and Preschool Children with Special Needs" was presented by the project in Ann Arbor. Attending were 137 educators from around the country.

Presentations to preschool special education conferences in Lansing, Michigan (1974-75), Trenton, New Jersey (1974-75), and to the Michigan Department of Education Division in Special Education Services paved the way for ongoing contact with several programs that have since become replication sites.

Visitors: 1976-77

Visitors' orientations scheduled the first week of each month, September-May, were conducted for four hundred fifteen people. They included regular classroom and special education teachers; directors of Head Start, day care centers and pre-school programs; school principals; social workers; early childhood specialist and coordinators; teacher aides; university professors; parents; nurses; graduate and undergraduate students; and speech and language therapists.

Thirty-five of the visitors were participants in the Michigan BEH Workshop Series and came specifically to observe the implementation of the Cognitively Oriented Preschool Curriculum in this setting at High/Scope.

Others came from Michigan, Illinois, Hawaii, Ohio, Texas, Pennsylvania, Indiana, Colorado, California, Canada, Australia, Israel, Japan and South America.

The schedule for visitors:

AM		PM
8:15	Introductions Agenda for Orientation Brief Overview of the program Walk to the Preschool	12:00
8:30	Observe in the preschool classroom	12:15-12:45
9:00- 9:15	Board bus and trip to the Training and Development Center	12:45- 1:00
9:15- 9:45	Observe in Elementary and Middle Schools	1:00- 1:30
9:45- 10:00	Board bus and trip to Hutchinson House	1:30- 1:45
10:00	Coffee	1:45- 2:45
11:00	• View Media The Foundation Overview The Cognitively Oriented Curriculum: A Framework for Education Integration of Handicapped and Non-handicapped Children-Parents' Perspectives • Discuss issues raised by the visit to the school and the media review • Fill out evaluation forms	

Summary of Visitors' Evaluations: 1976-77

Each visitor was asked to evaluate the program and procedures at the end of the visit; all of them complied, some by writing very long statements of their impressions. A summary of the comments pertaining to the preschool demonstration project is as follows:

In response to the question, "what did you like most about the High/Scope curriculum framework and about the school;" more than half of the observers listed child planning, the integration of handicapped and non-handicapped children, the room arrangement with the variety and availability of materials, choices, and the initiation by and self direction of the preschoolers.

Many observers described the atmosphere in the classroom as warm, relaxed and supportive; and they were quite impressed with the amount of teacher-child and child-child interaction.

Children's freedom to explore and learning through action; recall and evaluation; guidance toward independent decision making and problem solving; consistency of the routine; and the ethnic mix of the children were frequently mentioned.

Additionally, twenty or more people said the children looked very happy and seemed to be enjoying their activities. They were impressed with the theoretical basis of the curriculum, the labeling of items, and the role of the teacher in the classroom.

The responses to the first question were clustered around the specific components listed above while comments in the following section were listed by one, and rarely more than three respondents.

The aspects of our school program that the visitors questioned and/or had reservations about included:

- A need for additional staff because of the integration of handicapped and non-handicapped-- the ratio of teacher to children should be smaller.
- Using our curriculum in the public schools; how is it done, and how does one overcome the opposition to an approach other than the more structured traditional one.
- The approach is too oriented toward cognitive growth without enough emphasis on the affective domain.
- How do our children adjust to the more structured approach when they get to a regular school.
- The teacher questions seemed forced and unnatural and they lacked enthusiasm or seeming enjoyment of the children.

- The intensity and length of training for competency in this model and what happens when one uses the model without training.

- Planning seemed unimportant because children kept changing their activities and/or leaving a task before completion.

- Difficulty in evaluating where children are developmentally, in such an open environment.

- Concern that teachers were not able to equally interact with each child during worktime.

- Children need more "regular" learning than what they get in our classrooms.

The final question, "how can we improve the visitors' program" was used to help us meet the needs of the observers. But, a large majority responded by saying that the orientation needed no improvement and proceeded by describing the program and orientation as beautiful, terrific, excellent, impressive, ideal, informative, and well organized.

Respondents were pleased to be able to ask questions and have someone from the project explain classroom procedures. The media was consistently rated excellent; and many remarked that we used curriculum format in the orientation by having them observe in the classroom first, and then see the media and discuss it.

Suggestions for improvement that pertained to the physical environment included: changing the observation area to another location in the room; adding a sound system so that more of the classroom interaction could be heard; and using one-way mirrors.

Even though the preschoolers, with one or two exceptions, were not distracted by visitors except for an occasional glance; it was interesting that a large number of visitors felt that they should be observing from behind a one-way mirror.

Additional suggestions for improving the program included observing for a longer period of time; having a chance to interact with the children in the classroom; and having the opportunity to talk with the teachers after the orientation.

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION
Visitors' Evaluation

1. What did you like most about the High/Scope curriculum framework and about the schools?

   Preschool

   Elementary School

   Middle School

2. Are there aspects of our school programs you have questions or reservations about? What are they?

   Preschool

Elementary School

Middle School

3. How can we improve the visitors' program?

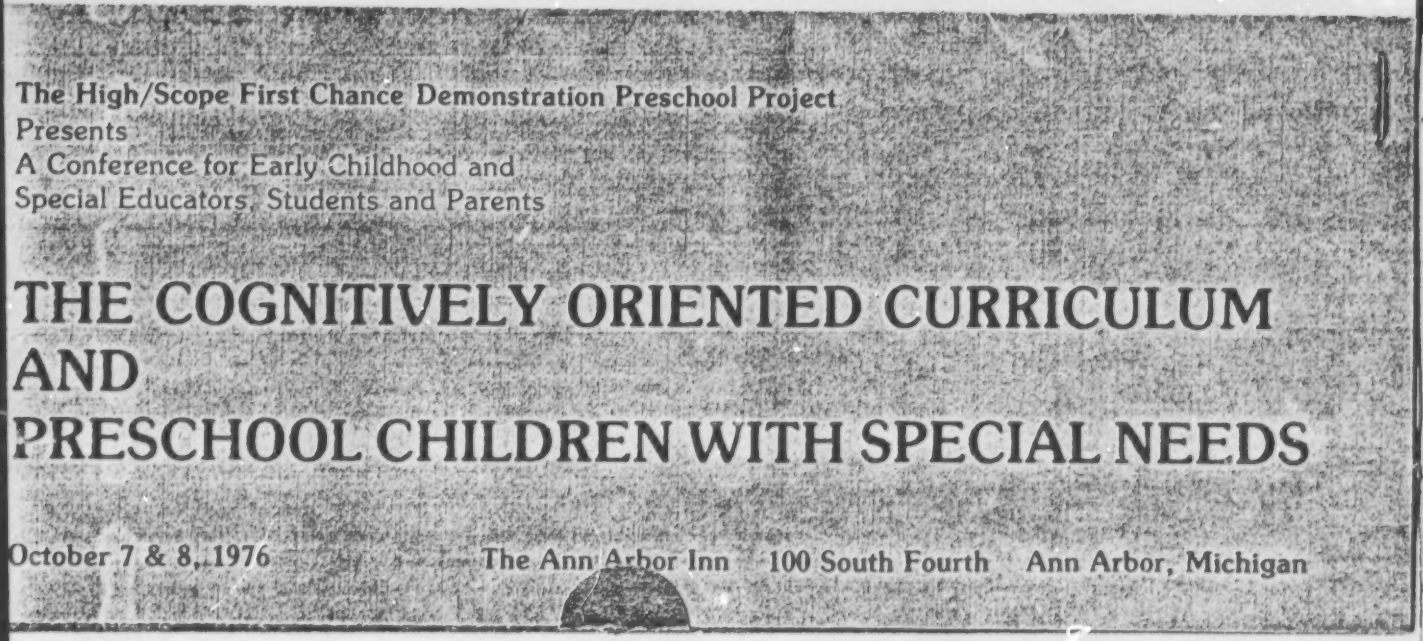
4. Other comments. (Please use the back of this sheet to continue.)

Your name (optional)

Other Demonstration/Dissemination Activities

A workshop entitled "The Cognitively Oriented Curriculum and Preschool Children with Special Needs" was presented October 7 & 8, 1976 at the Ann Arbor Inn in Ann Arbor, Michigan. One hundred and thirty-seven persons attended the conference.

Conference Brochure


The High/Scope First Chance Demonstration Preschool Project
Presents
A Conference for Early Childhood and
Special Educators, Students and Parents

THE COGNITIVELY ORIENTED CURRICULUM
AND
PRESCHOOL CHILDREN WITH SPECIAL NEEDS

October 7 & 8, 1976 The Ann Arbor Inn 100 South Fourth Ann Arbor, Michigan

The general reaction to the Conference was positive. The majority of the respondents rated the conference as informative, excellent, reinforcing for their personal philosophies, helpful and worthwhile. Conferees stated that they had gained new ideas and learned a lot.

Particular aspects of the conference that were frequently mentioned were the variety of workshops available; the organization of the conference; the excellent media and materials; opportunity to talk with others who are involved in similar pursuits; and warmth, the enthusiasm, knowledge and dedication of the staff and their willingness to answer questions.

Some suggestions for improving the conference were: allowing time for small group discussions, beginning and ending sessions on schedule, being more specific about experiences with the handicapped and giving an overview to the curriculum before going into specific content areas in the workshops. Additionally, conferees suggested having longer workshops, avoiding repetition in sessions, giving more specific information on curriculum components, i.e., daily routine and key experiences, including more emphasis on handicapped infants, and having more workshops on assessment and evaluation.

Twenty-five people reported that teachers at their school receive inservice training on a regular basis while twelve did not. The majority felt that there was a need for regular inservice training pertaining to children with special needs in their schools.

Thirty-one respondents thought that they could use the Cognitively Oriented Curriculum successfully with children in their schools; five were currently using it; two were undecided and two thought that they could not use the curriculum.

Participants attending the conference were working with children with all kinds of handicapping conditions including specific problems in the general categories of speech and language impaired; blind and partially blind; hearing impaired; learning disabled; multiply handicapped; emotionally impaired and mentally retarded; and orthopedically impaired.

Advisory Council Members 1976-77

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Advisory Council Meetings

The Advisory Council did not meet as a body during the 1976-77 funding year, but they were individually asked to help us identify special needs children; assist the staff in interpreting the program to the general public; and to participate in our October First Chance Conference on special needs children.

62

TRAINING OF PERSONNEL FROM OTHER PROGRAMS AND AGENCIES

The High/Scope First Chance Project supplemented the High/Scope-BEH Special Project's work in providing training to early childhood personnel. The demonstration classroom was used as a training setting for trainees from the Special Project field sites and as the setting for the production of training packages.

In 1976-77 the First Chance project ran an inservice workshop series (twelve introductory two-hour workshops) in each of five Michigan school districts. The chart that follows shows the range of High/Scope-BEH sponsored training activities for 1974-77. Centers designated by a check (√) were directly served by First Chance Project consultants at their sites. Others were served by Special Project consultants and received services in Ypsilanti from First Chance project staff.

HIGH/SCOPE FOUNDATION CONSULTING SERVICES TO PROGRAMS SERVING HANDICAPPED CHILDREN 1974-1977

Center	Location	Year	Staff
Resurrection Preschool	Alexandria, Virginia	1975-76	10
Resurrection Preschool	Alexandria, Virginia	1976-77	8
Ann Arbor Public Schools	Ann Arbor, Michigan	1974-75	1
Athens Area Preschools	Athens, Ohio	1975-76	19
Jackson-Vinton Head Start			
Tri-County Action Agency (day care)		1976-77	30
Ohio University Child Care Center			
Ohio University Normalization Programming For Young Children Project			
Baltimore Public Schools	Baltimore, Maryland	1976-77	29
Gateway Preschool			
Highland Park School District ✓	Highland Park, Michigan	1976-77	
Hillsdale Intermediate School District ✓	Hillsdale County, Michigan	1976-77	5
Westwood Schools	Inkster, Michigan	1974-75	3
Westwood Child Development Center ✓		1975-76	10
		1976-77	7
Capitol Area Head Start ✓	Lansing, Michigan	1976-77	38
Marquette-Alger Intermediate School District	Marquette, Michigan	1975-76	12
		1976-77	4
New Jersey: North Montclair, Teaneck, River Vale, North Vale, Ringwood, River Edge, Jersey City, Hepatcung, Leonia, Springfield, Bayonne, Winfield Park, Cedar Knolls, Sussex, Newark, Paterson, Piscataway, Millborn, Montville, Flanders, Phillipsburg, Rockaway, Morris Plains, Bernards Township, Wharton, Washington Township	Montclair, Piscataway	1975-76	12
		1976-77	94
New Jersey: South Ventnor, Ewing, Manahawkin, Pitman, Corbin City, Milmay, Colts Neck, Matawan		1975-76	16
		1976-77	50
St. Clair County Intermediate School District	Marysville, Michigan	1974-75	1
		1975-76	15
		1976-77	9
Van Buren Public Schools	Belleville, Michigan	1974-75	1
Van Dyke Public Schools ✓	Warren, Michigan	1976-77	18
Washtenaw County Intermediate School District	Washtenaw County, Michigan	1976-77	15
Ypsilanti Public Schools	Ypsilanti, Michigan	1974-75	1

✓= First Chance Replication Sites

ite in ning	High/Scope Consultant	Handi-capped Children		Local Trainers	Local Directors
2	Carole Thomson	6	Mixed	Laura Huff	Winnie Anderson
0	Joanna Phinney	6			
0				Janice Frieder	
2	Susan Shipstead	29	Mixed	Arlene Sheak Jane Beecher	Loyd Inglis
4	Sharon Bixby	95		Kay Woyar Marion McNairy Liz Ohle	
0	Joanna Phinney	8	Comm. Disor	Anita Davidsen	
2 *	Bettye McDonald				
2 *	Sally Adler	82	Mixed		Clara Packard
3	Mary Hohmann	19	Mixed		Margaret Trombly
0	Mary Hohmann	81			
0	Bettye McDonald	100			
2 *		22	Mixed		
5	Joanna Phinney	64	TMI	Rose Mary Zenti	
5	Joanna Phinney	21			
0	Joanna Phinney	23	Mixed	Hani Hammett	Vin Cianci, State Dept. of Ed
0	Sally Adler	300	Mixed	Marge Cafiero Paquita Roberts	Education
0	Susan Shipstead	75	Mixed		
0	Linda Rogers	160	Mixed	Grace Guido Richard Titus	
3	Mary Hohmann	8	Mixed	Sandy Gordan	
2	Carole Thomson	73	EMI,TMI,SMI		
5	Joanna Phinney	39	Mixed	Sandy Gordan	
2	Carole Thomson Mary Hohmann	12	EMI		Bob Crain
2 *	Jean Ispa	25	Mixed		
2 *	Sally Adler	64	Hearing Impaired	Peggy Marquis	
3	Carole Thomson	25	Developmentally Delayed		Pat Dignan

o. of
orkshops presented

Michigan Workshop Series: 1976-77

The workshop series on The Cognitively Oriented Curriculum was presented to five sites:

- Hillsdale County Intermediate School District - Hillsdale, Michigan
- Capitol Area Head Start - Lansing, Michigan
- Highland Park School District - Highland Park, Michigan
- Washtenaw County Intermediate School District - Ypsilanti, Michigan
- Van Dyke Intermediate School District - Warren, Michigan

Seventy-five persons (who served 1009 children*) participated in the workshop series. Included were teachers, teacher aides, speech and language pathologists, educational coordinators, nurses and occupational therapists.

Handicapping conditions of the children included hearing impaired, speech and language delayed, physically and otherwise health impaired, educable mentally impaired, developmentally delayed, multiply handicapped and "at risk" children. These children were in both self-contained and integrated classrooms.

Consultants visited three classrooms at each site before and after the twelve workshops to assess the classes in terms of room arrangement, daily routine, action, language, representation, feelings, and classroom management.

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* The large number of children resulted from teachers having two groups of children during each day.

DESCRIPTION OF MICHIGAN HIGH/SCOPE FIRST CHANCE WORKSHOP SERIES

I Introduction to High/Scope Cognitively Oriented Curriculum.

A workshop introduction to the High/Scope Cognitively Oriented Curriculum for preschool and elementary education. The corresponding film ("The Cognitively Oriented Curriculum: A Framework for Education") shows how the Cognitively Oriented Curriculum serves as a framework for education in which "children are producers, not consumers, of their own learning materials and experiences", so that "academic skills are learned in the context of goals children have set for themselves". We see children of varying backgrounds and abilities learning to cooperate and communicate, to solve problems and accomplish goals, to seek out and organize information in a classroom environment that supports their self-direction and their striving toward competence.

II Thinking and Reasoning in Preschoolers and Key Experiences for Intellectual Development in the Preschool Years.

The workshop presents an overview of the characteristics of children's thinking in what Piaget calls the "preoperational" stage. The corresponding film ("Thinking and Reasoning in Preschool Children") discusses some of the important concepts and reasoning abilities that children develop during the preschool years. It illustrates how the chld's understanding of the world affects his behavior and problem-solving methods. Showing children in classroom activities and structured interviews, this film discusses the emerging mental abilities and limitations of the preschool-age child. A brief introduction to a complex subject.

A second film ("Key Experiences for Intellectual Development During the Preschool Years"), which shows scenes from the High/Scope Preschool, illustrates some of the major "key experiences" for the cognitive development of the preschool-age child - in active learning, language, representation, classification, seriation, number concepts, temporal relations, and spatial relations.

III Establishing a Cognitively Oriented Curriculum: Arranging and Equipping the Classroom.

The workshop considers how the structure of the classroom and the organization of materials are crucial considerations in the design of a preschool program. The film, ("Classroom Structure and Equipment") shows how to divide the classroom into work areas, or interest centers, and how to equip these areas and to arrange materials in ways that will encourage children to think.

In the filmstrip ("Arranging the Classroom: Case Study of the High/Scope Preschool"), a teacher from the High/Scope Preschool describes her attempts to implement principles of room arrangement and to select and organize materials to promote intellectual development - that is, to give children opportunities to exercise emerging cognitive abilities that are critical to the formation of more mature modes of thinking. She discusses the changes in her classroom structure and equipment over the course of a year.

IV Establishing the Daily Routine.

The workshop is built around the following ideas: Children need a time in school when they can consider what they'd like to do and make plans. They need a time to work and learn on their own, to try out materials, test their own ideas, find out what does and doesn't work. They need a time when they can look back on what they've done, evaluate it and share their experience with others. Children need opportunities to work individually, in small and large groups and one-to-one with a teacher. The accompanying film shows how the daily routine of the Cognitively Oriented Preschool Curriculum provides these opportunities through a daily plan-do-review sequence.

V Helping Children Make Choices and Decisions

The five short films that accompany this workshop deal with aspects of the teacher's role in helping children make responsible, thoughtful, creative choices. These films were produced in several Head Start centers and contain classroom scenes and commentary by teachers and staff. Some of the dialogue is in Spanish, and some of the examples are bilingual.

1. *A Good Classroom Is a Classroom Full of Choices*

   Children should be able to choose what they're going to do, where they're going to work, what materials they'll use, who they'll work with. This film shows how teachers can structure the classroom environment and the children's activities to provide opportunities to make and carry out such critical choices.

2. *Questions That Help Children Develop Their Ideas*

   Strategies to help young children think through the process of bringing an idea to fruition - finding materials they can use, discovering solutions to problems and expanding their original notions to take new information into account.

3. *Exploring the Possibilities of the Room*

   In order to make responsible and creative choices, a child needs to know the alternatives available to him. Teachers demonstrate some ways to help young children explore the possibilities of the classroom - the many activities and materials to choose from and the many imaginative ways materials can be used.

4. *Acknowledging Children's Choices and Decisions*

Some ways teachers can help children recognize when they've made a decision and followed it through. Children don't always talk about their choices, they don't always connect their actions to the choices they've made. A teacher can give a child support for his decisions by naming what the child has done, praising him, pointing out results and helping him survey his activities.

5. *Planning Activities That Include Choices*

Strategies for planning activities that allow children a degree of control, even when choices are limited, such as when the teacher is structuring an experience to meet certain goals or when routines and procedures are set (e.g., at lunch time or nap time).

VI Supporting Communication Among Preschoolers

The workshop includes a seven-part film that deals with the cognitive social and linguistic aspects of communication and illustrates a wide variety of teaching strategies for stimulating communication among preschoolers. Parts III-VI contain some episodes which viewers are asked to analyze; part VII is in a question-answer format with breaks for discussion.

Part I - *An Important Opportunity*

The role and importance of verbal communication in the classroom; the ways children use language and the benefits they gain from it.

Part II - *Opportunities in the Classroom*

A good daily routine should provide children with a variety of opportunities to communicate with one another as well as with adults. Teachers can support children as givers and receivers of information.

The next four sections present and illustrate teaching strategies for supporting communication among preschool children:

Part III - *Encouraging Interaction and Cooperation*

Teachers identify and take advantage of opportunities to promote interaction and cooperation among children.

Part IV - *Referring One Child's Questions or Problems to Another*

Often children can help each other with problems that arise in the course of their activities. In asking and answering questions and helping each other to solve problems, they use language and share ideas in important and meaningful ways. This film shows what teachers can do to encourage this type of interaction.

Part V - *Interpreting or "Delivering" Messages*

Sometimes a teacher needs to be a "go-between" for children, helping one child understand what another is trying to say, helping the other to find ways to say what he means. Frequently, the teacher may need to "deliver" messages that weren't received or acknowledged. This film illustrates several such situations.

Part VI - *Encouraging Active Listening*

Ways in which teachers can help children listen to, think about and act upon each other's statements, questions, or suggestions.

VII Experiencing and Representing - The Block Area

There are two relevant media productions for this workshop. The first, a four-part film (Experiencing and Representing") demonstrates the importance of direct experience and representational play, and shows how the preschool environment can promote both concrete experiences and representation. In each film, two teachers discuss specific activities from their classroom and demonstrate a variety of teaching strategies.

1) *A Way Children Learn*

Shows a variety of classroom activities in which children spontaneously represent things they've done or seen. Teachers discuss how children at different stages of intellectual development vary in their ability to hold details in mind and depict them in space and time. They also discuss the importance of representational play in later cognitive and academic development.

2) *Starting with Direct Experience*

Some materials teachers can provide and techniques they can use to promote concrete experience in the preschool classroom as a basis for later representational activity.

3) *From Direct Experience to Representation*

Teaching strategies to help children represent their experiences: sequencing activities from the concrete to the abstract; structuring the classroom in a nondirective way to encourage children to represent ideas and experiences in a variety of media.

4) *Strategies for Supporting Representational Activity*

Teaching strategies that encourage children to add detail and complexity to their representations; to represent experiences in a variety of media. This film also illustrates the process of taking dictation from the child to stimulate verbal representation and to help a child learn that writing is simply a way of representing spoken language.

"The Block Area" is a set of five filmstrips for preschool teachers who wish to establish interest areas in the classroom. The focus is on the block area, but the information is applicable to interest areas in general and to the teacher's role as a resource and guide for active learning.

1) *Setting Up a Block Area*

How to set up a block area and arrange it so that it is well placed and logically organized; how to equip the area initially and then add materials as the children become more familiar with the area.

2) *A Place to Explore New Materials*

How children explore materials by trying things out, using their senses, arranging objects, etc., and what a teacher can do to facilitate children's explorations.

3) *A Place to Build All Kinds of Structures*

How children build up, out, around -- shows examples of typical structures and suggests strategies a teacher can use to encourage purposeful building.

4) *A Place to Represent Things*

Structures children build in the block area -- roads, sidewalks, barns, garages, houses -- and ways a teacher can respond to and support this important work of young children.

5) *Observing a Child in the Block Area*

Lynnette builds a large structure in the block area and a teacher observes and works with her. The narrator discusses the kinds of questions a teacher might ask in this situation and the strategies she could use to help Lynnette extend and represent her structure.

VIII Experiencing and Representing - Observing and Supporting Role Play

The relevant film for this workshop is "Observing Role Play". In it, scenes from the High/Scope Preschool are used to illustrate a sequence of role-play situations teachers can recognize and encourage in children: pretending to be someone else, sharing a pretend situation with another person, using one object to stand for another, imitating actions or sounds, using language to describe a pretend situation, using language appropriate to a role, remaining in a role-play situation for a significant amount of time.

IX Seriation and Classification Concepts in Preschool

The Workshop deals with two different kinds of thinking processes - classifying and seriating; and explores a sequence of curriculum goals and corresponding key experiences for young children. Each goal and experience is discussed and illustrated with classroom examples. Two films can be used with the workshop:

1. *Classification - A Sequence of Exercises*

   Children gradually develop the ability to group things on the basis of similarities and differences in attributes and use; they learn to make and identify connections.

2. *Seriation - A Sequence of Exercises*

   Children learn to order objects along a dimension - for example, saying which of two objects is bigger, or lining people up according to height.

X Spatial Learning in the Preschool Years

A workshop orientation to the preoperational child's understanding of the way things relate to one another in three-dimensional space - the look and feel of objects, their shapes, contours and edges, and teh way some things fit next to or inside of one another. The accompanying film shows children gaining spatial understanding through exploration and manipulation of objects. Scenes from the High/Scope Preschool suggest ways of providing appropriate classroom materials and experiences for spatial problem solving. There are also some scenes showing the development of spatial understanding in infancy.

XI Time Concepts in Preschool Children

The workshop is built aroung the two-part film, "Learning About Time in the Preschool Years". The workshop explores how teachers can help children understand concepts of time, and looks at strategies for encouraging children to recall the past, anticipate the future, and to observe and represent time sequences and intervals. The film demonstrates how teachers can help children grapple and deal with time concepts within situations that occur naturally and spontaneously in any classroom.

a. *Understanding Time Units or Intervals*

Helping children observe the beginnings and endings of time periods, compare time intervals, observe movements and change, and begin to represent the passage of time with sand timers and clocks.

b. *Sequencing Events in Time*

How young children learn to anticipate and recall events and to observe and describe and predict the order in which events occur.

XII Child Observation and Team Planning

The workshop inlcudes a film which shows two teachers at various times of the school day and documents their activities as a team. It shows them planning, considering ways to support both the children and each other, sharing observations of the children and evaluating the effectiveness of the activities they had planned for the day.

Evaluation of the Michigan Demonstration Workshop Series

Given the small number of sites, it was not possible to gather truly controlled, systematic data assessing the Michigan Demonstration Workshop Series. Nevertheless, 14 sections of the Preschool Teacher Training Profile (PTTP) (see pages 83-96.). were filled out on a pre/post basis at all five of the sites. Teachers also filled out pencil-and-paper assessments after selected workshops and an evaluation form after the Series had been completed.

Consultants were instructed to select three classrooms at each site for the purpose of assessing them according to the PTTP. Because of teacher turnover, however, it was possible to observe only seven classrooms on both a pre- and a post- basis. In order to make it possible to compare PTTP's filled out before and after the Workshop Series, the rating scale of the PTTP was assigned points as follows: not observed (not counted in the average); no indication (0); some indication (1); substantial indication (2); objective attained (4). It should be noted that consultants did not have a copy of their pre/PTTP's when filling out the post/ PTTP's, so the results should not reflect their desire to appear successful.

Consultants' evaluations on the PTTP indicate that they judged teachers to have made some improvement in their classroom strategies from the beginning to the end of the Workshop Series. The average post-scores on every section of the PTTP were at least one rating scale point higher than average pre-scores. Nonetheless, average ratings at the end of the Series were generally not high, though there was substantial variation among classrooms. The average ratings for the five sites are shown below.

Average Pre/Post Ratings on the PTTP
for Participants in the
Michigan Demonstration Workshop Series

PTTP Section	Average Rating	
	Pre	Post
Room Arrangement	.47	1.90
Daily Routine	.62	1.64
Planning Time	0	1.57
Work Time	.11	1.93
Clean-up Time	.39	2.00
Recall	.29	1.29
Small Group Time	.14	1.43
Activity Time	.14	1.21

Circle Time	0	1.14
Action	.64	2.22
Language	.99	2.31
Representation	.38	1.51
Feelings	1.17	2.68
Classroom Management	1.22	2.49

Teachers at each site completed at least one paper-and-pencil assessment during the course of the Workshop Series (examples on pages 78-82.). Assessment-giving was kept to a minimum in order not to create the feeling among teachers that their knowledge was constantly being tested. The assessments were administered only at the end of workshops, not on a pre/post basis.

The scoring procedures for the assessments are outlined in the BEH Special Project Report, 1976. The average scores (across teachers and sites) obtained were as follows: Active Learning Assessment, 12.89; Daily Routine Assessment, 5; Spatial Relations Assessment, 14.5; Room Arrangement Assessment, 15.39; Experiencing and Representing Assessment, 11.48.

Teachers also filled out forms giving their evaluations of the Workshop Series. (The forms may be found on pages 76-77.) Consultants read the completed evaluations from their own sites and will refer to teachers'comments when planning future workshops. The evaluation thus had formative, as well as summative, purposes Teachers generally praised the Series. Many expressed a desire to visit the High/Scope First Chance Preschool and to have more workshops. Consultants were rated as warm, knowledgeable, and open to discussion. Some commented that the workshops had helped them understand better the learning that occurs through play. Several wrote that they had developed more trust in children's ability to choose activities and one said she had stopped correcting children's speech. She was conscious of the impact she could have as a language model.

Complaints about the Series had to do with the need for release time for the workshops (teachers at one school had to come after school, on their own time), the length of the workshops, and their repetitiousness. Some hoped to attend workshops given at a higher level. No teacher objected to the educational philosphy expressed in the Cognitively Oriented Curriculum. If anything, teachers would like to get training relevant to their own classrooms. Sites were hopeful that staff could get additional training the following year and a number of teachers were stimulated to obtain release time to visit and observe the classes at the High/Scope First Chance Demonstration Preschool.

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION

WORKSHOP EVALUATION

Workshop Topic: _____

Presenter: _____

School/city: _____

Date: _____

We appreciate your taking a few minutes to share with us your reactions to the workshop. Your comments will help us plan future presentations.

	Not at all	To some degree	Very much so
1. How relevant were these presentations to your own interests and classroom situation?	_____	_____	_____
2. Were the major points clearly presented?	_____	_____	_____
3. Did the presentations include a good balance between general principles and specific examples?	_____	_____	_____
4. Was the opportunity for questions and discussion adequate?	_____	_____	_____
5. Were the audiovisual presentations useful?	_____	_____	_____

6. What did you like about the workshop(s)?

7. What ideas presented in the workshop(s) do you think you will be able to implement in your classroom?

8. What is your opinion of the audio/visual and/or written materials that were presented?

9. How could future workshops be improved?

10. Additional comments?

Name_____

Center_____

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION

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Assessment for Experiencing and Representing

Part I

Described below are some preschool classroom situations. Each situation may or may not involve key experiences from the topic of Experiencing and Representing. Please read each situation and write down the key experience(s) involved, if any. You may put the key experience(s) in your own words, but you need to do more than repeat the information already described in the situation.

Example:

Sample situation: At small group time Phil reads a story book to the children in his group about "Toby the Toothbrush." Phil sometimes points to the words while reading them.

Answer 1. Phil reads to the children
Answer 2. Phil is showing the children that words can be said aloud and written down too.

In this example, Answer 1 only repeats the information already written in the situation. So, Answer 1 would not tell us whether or not you had really identified the key experience involved in the situation. Answer 2 is useful because it describes the key experience, i.e., Observing that spoken words can be written down and read back.

1. Yvonnea, Joe and Buffie have made a plan to listen to some records. They put on a sound with a good beat. Yvonnea says, "I know how to shake my hips!" As she does some steps from the "Scoville Hustle." Joe and Buffie try to follow the steps Yvonnea is doing.

2. Phillip notices that Hans and Jose have set up a grocery store in the house area. They have also used some boards taken from the block area to make a counter. Jose asks Phillip what he wants to buy, and Phil asks him in return, "What is on sale?"

3. Bobby calls Elaine over to the Art Area to admire his painting. He tells her to get a pen so she can write down his story about his painting. Elaine writes Bobby's story about his painting, then helps him make a new plan.

4. Elaine noticed that Jessica seemed to be stumped on where to go next with the batmobile she had been working on during the week. Elaine reviewed with Jessica what she had already done and discussed possible additions. Jessica said she could not remember what else went on the car. Elaine suggested that maybe Jessica could ask David for his Batman comic book and ask him for ideas. After looking at the comic book, Jessica starts to paint a bat on her car.

5. In the meantime, Phil is working with five children who planned to make soup. The children busy themselves washing, scraping and cutting carrots, potatoes and celery and putting pieces in the broth. Antoine seems to be confused about what goes in the pot and tosses in a plastic onion. Phillip fishes the intruder out and takes a few minutes to compare the real onion with the pretend onion.

6. Now, it is just before time to go outside. Phil is helping Andrea put on her overshoes. Andrea does not have any baggies with her to put over her shoes, and Phil is having trouble. While all of this is going on, Phil can hear the dumptruck making its daily stop across the street. Phil asks Andrea if she knows what is making that sound.

7. During activity time, Markie asks Elaine to push him on the wooden taxi. Elaine would like to involve Markie in play with the other children so she "loads up" the taxi with two other children besides Markie. Then, she stops pushing and says, "O.K., someone else needs to push now."

8. At her small group time Elaine puts piles of shredded ribbons and sections of used computer cards on her table with glue and crayons. The children make collages with these materials.

9. Phil's group had eaten real vegetable soup at snack time. During small group time, Phil has his group draw pictures of the different things found in their soup.

Name_____

Center_____

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION
600 North River Street
Ypsilanti, Michigan 48197

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Assessment for Experiencing and Representing

Part II

For situations #1, #2, #5, #6, #8, and #9, describe the teaching strategies you would use to facilitate the children's representational activities.

Situation 1.

Situation 2.

Situation 5.

Situation 6.

Situation 8.

Situation 9.

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION

Teacher_____

Trainer_____

Date_____

PRESCHOOL TEACHER TRAINING PROFILE

DIRECTIONS

This form should be used in part or in entirety as soon after each actual observation session as possible. Before using this form, it is necessary for the evaluator to be aware of the type of training the teacher has had. For each item, if the attainment rating is other than "Objective Attained," a relevant qualification needs to be checked. The category, "Not Observed" means that there was not an appropriated situation for the objective to occur. On the other hand, "No Indication" means that there was an appropriate situation for the objective to occur, but the teacher did not implement the objective.

In order for a particular objective to be considered attained, it is necessary for the behavior of the objective to occur in an appropriate context. For instance, it would probably be inappropriate for the teacher to ask children to recall an event that had occurred working with fingerpaint while the children are engaged in sociodramatic play on the theme of dining at a restaurant. The rating of "Substantial Indication"means that the behavior of the objective does not always occur when called for but does occur at least 50% of the times when relevant. "Some Indication" means that the teacher behavior occurs in less than 50% of the occasions when it is appropriate. The qualification, "Context Impedes Implementation" refers to a situation in which there are some constraints that do not allow implementation of the objective and for which the teacher is not responsible.

Teacher_____

Trainer_____

Date_____

OBJECTIVES	ATTAINMENT RATING					QUALIFICATIONS			
	Not Observed	No Indication	Some Indication	Substantial Indication	Objective Attained	No Training in Competency Yet	More or Different Training/Experience Needed	Context Impedes Implementation	Teacher Does Not Want to Implement
Room Arrangement									
1. Divides room into several distinct areas									
2. Boundaries of areas are well defined									
3. Each area has an adequate amount of space									
4. Work areas are not cluttered with unnecessary furniture or materials									
5. Areas are designed to facilitate traffic flow and minimize noise									
6. Materials are stored in areas where they are used									
7. Materials are classified and labeled clearly									
8. Materials are at children's eye level and within reach									
9. Individual storage space is provided for each child's belongings									
10. All materials within the children's sight and reach can be used									
11. Display space is present and used for children's work in each area									
12. There are unstructured materials in each area that can be used in many ways									
13. There are enough materials in each area for children to work simultaneously									

Teacher_____

Trainer_____

Date_____

OBJECTIVES	ATTAINMENT RATING					QUALIFICATIONS			
	Not Observed	No Indication	Some Indication	Substantial Indication	Objective Attained	No Training in Competency Yet	More or Different Training/Experience Needed	Context Impedes Implementation	Teacher Does Not Want to Implement
Room Arrangement (Continued)									
14. Familiarizes children with names and contents of areas									
15. Changes or adds new equipment and materials throughout the year									
Daily Routine									
1. Routine includes: planning, work, cleanup, recall, small group, activity and circle times									
2. Each time period has a definite name which children are helped to learn									
3. Routine is consistent from day to day									
4. Helps children make transitions from one part of routine to another									
5. Provides for some novelty in the routine									
6. When familiar routine is changed, advises children ahead of time									
(PLANNING TIME)									
7. Each adult helps children consider different choices available									

Teacher_____

Trainer_____

Date_____

OBJECTIVES	ATTAINMENT RATING					QUALIFICATIONS			
	Not Observed	No Indication	Some Indication	Substantial Indication	Objective Attained	No Training in Competency Yet	More or Different Training/Experience Needed	Context Impedes Implementation	Teacher Does Not Want to Implement
(PLANNING TIME - Continued)									
8. Each adult plans with each child individually									
9. Helps children to know and use symbols and planning boards to indicate their plans									
10. Allows and encourages children to communicate choices and plans in a variety of ways									
11. As each child's planning ability develops, the adult helps the child to make increasingly complete, complex plans									
WORK TIME									
12. The children are allowed at least 45 minutes to work on their plans each day									
13. Each adult helps children get started on plan when necessary									
14. Each adult helps children to carry out plans and make new ones when finished									
15. Helps children to extend their plans or solve problems by using a variety of appropriate strategies.									
CLEANUP TIME									
16. Each adult encourages and helps children do most of the work									

Teacher_____

Trainer_____

Date_____

OBJECTIVES	ATTAINMENT RATING					QUALIFICATIONS			
	Not Observed	No Indication	Some Indication	Substantial Indication	Objective Attained	No Training in Competency Yet	More or Different Training/Experience Needed	Context Impedes Implementation	Teacher Does Not Want to Implement
(CLEANUP TIME - Continued)									
17. Each adult uses appropriate strategies to encourage cleanup: songs, games, asking "What are you going to put away first?"									
18. Each adult works with groups of children to foster group cleanup when necessary									
19. Each adult plans and uses cleanup time to implement curriculum Key Experiences									
RECALL									
20. Each adult encourages children to show and talk about things they have done									
21. Each adult plans and uses a variety of strategies to make recall interesting to children									
SMALL-GROUP TIME									
22. The adult plans activities that allow each child to work at own level and make own choices									
23. The adult initially gives the whole group a brief idea of what they might try with materials									
24. The adult supports and extends each child's efforts									
25. The adult helps children think about what they've done and discovered									

Teacher_____

Trainer_____

Date_____

OBJECTIVES	ATTAINMENT RATING					QUALIFICATIONS			
	Not Observed	No Indication	Some Indication	Substantial Indication	Objective Attained	No Training in Competency Yet	More or Different Training/Experience Needed	Context Impedes Implementation	Teacher Does Not Want To Implement
OUTSIDE TIME									
26. Adults and children are involved in vigorous outdoor or indoor play									
27. Each adult plans and uses outside time to implement curriculum Key Experiences									
CIRCLE TIME									
28. The adults have planned their respective roles for the circle activity									
29. Activities allow each child to get involved in some way and have input									
30. The adults provide positive options for children who do not want to participate									
31. Each adult plans and uses circle time to implement curriculum Key Experiences									
Action									
1. Children are actively involved at work time									
2. Children are actively involved at cleanup time									
3. Children are actively involved at small group time									
4. Children are actively involved at activity time									

Teacher_____

Trainer_____

Date_____

OBJECTIVES	ATTAINMENT RATING					QUALIFICATIONS			
	Not Observed	No Indication	Some Indication	Substantial Indication	Objective Attained	No Training in Competency Yet	More or Different Training/Experience Needed	Context Impedes Implementation	Teacher Does Not Want To Implement
Action - Continued									
5. Children are actively involved at circle time									
6. Children are actively involved on field trips									
7. Provides materials in each area that children can manipulate, combine and transform									
8. Provides materials-equipment in at least one area on which children can exercise muscles									
9. Provides materials that can be used in alternative ways to do the same thing									
10. Provides diverse materials which children can touch, smell, taste and listen to									
11. Children do things for themselves when possible (e.g., cleanup, juice time, toilet time)									
12. Systematically helps children become self-sufficient in tool use and routine procedures									
13. Helps children extend actions by introducing new materials, questioning, suggesting									
14. Acknowledges and supports children's appropriate actions and choices									

Teacher_____

Trainer_____

Date_____

	ATTAINMENT RATING					QUALIFICATIONS		
	Not Observed	No Indication	Some Indication	Substantial Indication	Objective Attained	No Training in Competency Yet	More or Different Training/Experience Needed	Teacher Does Not Want To Implement
Action - Continued								
15. Children are provided with choices throughout the Daily Routine								
16. Actively engaged with children on their physical level throughout the day								
Language								
1. Provides equipment which encourages the use of language								
2. Provides materials which encourage listening to language								
3. Talks with children at their eye level in conversational manner								
4. There is a balance between teacher and child talk throughout the routine								
5. Listens to what children say and makes appropriate responses								
6. Refers children's questions and comments to other children when possible								
7. Conversations with children throughout the day relate directly to what they are doing								
8. Encourages children to verbalize choices, predictions, observations and helps extend their verbalizations								
9. Encourages children to verbally describe feelings, actions, etc. and helps extend their verbalizations								

Teacher_____

Trainer_____

Date_____

	ATTAINMENT RATING					QUALIFICATIONS			
	Not Observed	No Indication	Some Indication	Substantial Indication	Objective Attained	No Training in Competency Yet	More or Different Training/Experience Needed	Context Impedes Implementation	Teacher Does Not Want to Implement
Language - Continued									
10. Describes things or actions for the child who cannot yet describe them himself									
11. In questioning children, begins with open-ended questions									
12. If children cannot respond to open-ended questions, asks more directed questions									
13. Encourages children who primarily communicate nonverbally to talk									
14. Accepts child's manner of speaking but models adult language of community									
15. Models desirable language habits: eye-contact, listening, not shouting, etc.									
16. When management statements are made, reasons are provided									
17. Helps the child verbally recall what he has done whenever possible									
18. Writes down and reads back children's comments, observations, stories, songs, etc.									
19. Provides a wide variety of books which are age appropriate and always accessible									
20. Helps children with basic reading and writing skills <u>if</u> (and only if) they request									
21. Provides opportunities to have fun with language.									

Teacher_____

Trainer_____

Date_____

	ATTAINMENT RATING					QUALIFICATIONS			
	Not Observed	No Indication	Some Indication	Substantial Indication	Objective Attained	No Training in Competency Yet	More or Different Training/Experience Needed	Context Impedes Implementation	Teacher Does Not Want to Implement
Representation									
1. Each adult provides children with real experiences and real things to explore and use									
2. Each adult provides real experiences and real things related to ongoing representational activity in order to enrich representation									
3. Each adult recognizes and extends children's experiences using sensory cues									
4. Classroom arrangement and daily routine provide materials and opportunities to represent in diverse media									
5. Each adult helps children represent the same thing in different media									
6. Each adult provides children with materials and opportunities to represent in two and three dimensional media									
7. Each adult assists children in recalling and symbolically representing what they have experienced									
8. Each adult helps children to represent their plans									
9. Each adult uses strategies to help children extend their ongoing activity through representation									
10. Each adult provides opportunities to interpret symbolic representations									
11. Each adult encourages and supports imitation and dramatic play									
12. Each adult helps children understand that spoken words can be written down									

Teacher_____

Trainer_____

Date_____

	ATTAINMENT RATING					QUALIFICATIONS			
	Not Observed	No Indication	Some Indication	Substantial Indication	Objective Attained	No Training in Competency Yet	More or Different Training/Experience Needed	Context Impedes Implementation	Teacher Does Not Want to Implement
Classification									
1. Provides equipment and materials that can be classified or grouped in many ways									
2. Helps children investigate the attributes of things and label them									
3. Helps children describe how things are the same and different									
4. Helps children describe things in many ways									
5. Helps children use "not" statements									
6. Helps children hold more than one attribute in mind at a time									
7. Helps children use the concept "none" and "all"									
Seriation									
1. Provides many materials which can be seriated									
2. Helps children make comparisions of two things along the same dimension									
3. Helps children arrange several things in order along one dimension									

Teacher_____

Trainer_____

Date_____

	ATTAINMENT RATING					QUALIFICATIO			
	Not Observed	No Indication	Some Indication	Substantial Indication	Objective Attained	No Training in Competency Yet	More or Different Training/Experience Needed	Context Impedes Implementation	Teacher Does Not
Number									
1. Helps children compare number and amount									
2. Helps children establish one-to-one correspondences									
3. Helps children count objects by rote									
Space									
1. Encourages children to fit things together and take them apart									
2. Encourages children to rearrange an object or objects in space									
3. Helps children to recognize things and places from different spatial viewpoints									
4. Encourages children to describe spatial positions and relationships									
5. Encourages children to describe direction of movement									
6. Encourages children to describe relative distances among things and places									
7. Encourages children to explore the spatial aspects of the classroom and their own bodies									
8. Helps children interpret symbolic representations of spatial relations									
9. Helps children distinguish and describe shapes									

Teacher_____

Trainer_____

Date_____

	ATTAINMENT RATING					QUALIFICATIONS			
	Not Observed	No Indication	Some Indication	Substantial Indication	Objectives Attained	No Training in Competency Yet	More or Different Training/Experience Needed	Context Impedes Implementation	Teacher Does Not Want to Implement
Time									
1. Helps children recognize the beginnings and ends of time periods									
2. Helps children compare time periods									
3. Helps children predict future events and prepare for them									
4. Helps children recall past events									
5. Helps children to describe sequences of events									
6. The teacher uses conventional time limits accurately and appropriately when talking about past and future									
Feelings									
1. Accepts and responds to child's feelings									
2. Helps child describe his feelings									
3. Helps children cope constructively with feelings(interpersonal and intrapersonal)									
4. Minimizes occurences of extreme frustration in children									
Classroom Management									
1. Dual-focuses									
2. Minimizes time spent waiting									

Teacher_____

Trainer_____

Date_____

	ATTAINMENT RATING					QUALIFICATIONS			
	Not Observed	No Indication	Some Indication	Substantial Indication	Objective Attained	No Training in Competency Yet	More or Different Training/Experience Needed	Context Impedes Implementation	Teacher Does Not Want to Implement
3. Converts harmful or inappropriate behavior into problem-solving situation									
4. Sets reasonable limits, explaining them and maintaining them									
5. Gives children feedback with reasons									
6. Does not physically punish children									
7. Maintains a safe and comfortable environment									
Team Evaluation and Planning									
1. Meets daily with other classroom staff to evaluate and plan									
2. Keeps dated examples of each child's work over year									
3. Evaluates each child's level of functioning within key experiences									
Working with Parents									
1. Involves the parents in evaluating and planning for child both in and out of school									
2. Shares observations with parents at end of day									
3. Holds regular parent meetings: individual and group									
4. Makes educational home visits									
5. Encourages parents to work as volunteers in classroom									

REPLICATION

The Demonstration Preschool Project's classroom provided a setting for the production of training films by its companion project, the High/Scope-BEH Special Project for the Preparation of Preschool Specialists. The First Chance Project also cooperated in setting up the High/Scope graduate program in early childhood education.

The graduate program plus training packages produced by the Special Project provide important resources for replication of the model.

In 1977-78 both an Outreach project and a BEH training project will continue the work of replication. High/Scope will assist replication sites in Michigan, New Jersey, Ohio, Virginia, Maryland and elsewhere. A contract with the Department of Education in New Jersey will additionally promote the statewide replication network we have set up in New Jersey.

Summaries of the training materials to be used in replication and of the two new BEH projects follow.

CONTINUATION AND REPLICATION

Since the Demonstration Project classrooms, students and staff provided the setting for the production of training materials to be used in training continuation and replication, we have included descriptions of these materials:

- Teachers' Manual Table of Contents
- Table of Contents for the Trainers Manual;
- Descriptions of audio visual materials.

Teacher's Manual

The Teacher's Manual was circulated in field review form to 500 people in the fall of 1976-77. Recipients included teachers at field sites, curriculum assistants, and university researchers and curriculum specialists. The Table of Contents of the field draft is found on the following page.

From Teacher's Manual, field draft edition:

TABLE OF CONTENTS

Chapter 1. An Introduction to the High/Scope Cognitively Oriented Preschool Curriculum 1

Chapter 2. The Child Development Theory Behind the Cognitively Oriented Preschool Curriculum 19

Chapter 3. Arranging and Equipping A Cognitively Oriented Preschool Classroom 39

Chapter 4. Establishing the Daily Routine in a Cognitively Oriented Preschool Curriculum 91

Chapter 5. Active Learning 183

Chapter 6. Language. 209

Chapter 7. Experiencing and Representing 229

Chapter 8. Classification 263

Chapter 9. Seriation and Number 311

Chapter 10. Space 345

Chapter 11. Time. 391

Chapter 12. Feelings 423

Chapter 13. The Role of the Teaching Team in the Cognitively Oriented Classroom 439

APPENDICES

Appendix A. Facts About the High/Scope Foundation

Appendix B. Choosing a Preschool Model

Appendix C. Key Experiences for Preschool Children

Appendix D. General Teaching Strategies for Adults

Appendix E. Preschool Teacher Training Profile

Appendix F. Child Observation Record and Child Observation Record Manual

Appendix G. Foundation Projects - Past & Present

Trainer's Manual

All the audio-visual training materials, the workshop activities, observation guides, interaction documentation systems, the variety of assessment instruments (for both teachers and children) and the variety of training techniques utilized in the project have been collected and organized into a comprehensive training program in the Trainer's Manual.

Chapters in the Trainer's Manual are related to and coordinated with chapters in the Teacher's Manual. For each chapter one or more training sequences are identified, each including: pre-workshop assignments and activities, workshop activities, materials and sample agendas, classroom follow-up procedures, and pre- and post-workshop assessments. The Table of Contents, which is included in the report, indicates the scope and intent of the manual.

Workshop descriptions include a statement of objectives and expectations for participants, prerequisites if any are called for, and a list of all the materials to gather (media and print materials, equipment, hand-outs etc.)

The manual includes scripts for all audio-visual materials, trainer's guides which may suggest discussion questions and issues, answer sheets for all observation guides recommended in the workshop sessions, and for all verbal and written assessment instruments, "masters" for all workshop handouts, and suggestions for alternative activities, materials, or procedures if the recommended ones are not available or relevant.

In short, the Trainer's Manual captures the ten years of experience H/S has amassed in developing systematic competency-based approaches to the training of teachers in an open framework approach to early childhood education.

Just as the curriculum for children is not teacher-proof - that is, that it does not bypass the critical decision-making role of the teacher - the training package for teachers is not trainer-proof in that it does not present a pre-determined programmed sequence of experiences through which all teachers are mechanistically routed. The purpose of the Trainer's Manual is to provide individuals in a training role with concrete suggestions, materials and procedures so that they will be able to carry out a comprehensive and systematic training program appropriate for the local center or school district/system.

Good teacher training is a mutual problem-solving process between teacher and trainer which enlists the teacher's creativity, intellect, skills and active participation. It is the trainer's responsibility to respond to the needs and interests of individual teachers and fulfill a supportive role as facilitator of curriculum implementation. The Trainer's Manual is designed to support the trainer (or curriculum assistant) in the planning and selection of training experiences that meet both the need to systematically introduce and monitor curriculum goals and principles and the need to relate training to the individual classroom needs of teachers.

Trainer's Manual

Table of Contents

INTRODUCTION

- Training in the Cognitively Oriented Preschool Curriculum 1
- Responsibilities & Skills Required of the Curriculum Assistant 3
- The Training Sequence 6
- Use of the Trainer's Manual 8
- Classroom Follow-up 10
- Use of Audiovisual Media
  - Media as a Tool for Training 11
  - Media Workshop Materials 13
- Assessment and Evaluation
  - Pre- and Post- Workshop Assessment 14
  - The Preschool Teacher Training Profile 16
  - The Child Observation Record 17

CHILD DEVELOPMENT THEORY
- Workshop I 18

ROOM ARRANGEMENT
- Workshop I 48
- Workshop II 74

DAILY ROUTINE
- Workshop I 97
- Workshop II 119
- Workshop III 120

ACTIVE LEARNING
- Workshop I 164
- Workshop II 217
- Workshop III 243

LANGUAGE
- Workshop I 293
- Workshop II 342

EXPERIENCING & REPRESENTING
- Workshop I 365
- Workshop II 413
- Workshop III 436
- Workshop IV 455

SPACE
- Workshop I 476

TIME
- Workshop I 504

GUIDE TO WORKSHOP AND CLASSROOM FOLLOW-UP ACTIVITIES FOR INDIVIDUAL FILMS, FILMSTRIPS AND VIDEOTAPES. . .528

Audio-Visual Materials

Key Experiences for Intellectual Development During the Preschool Years
(16mm film transfer of slide/tape presentation; color, sound;19 min.)

Scenes from the High/Scope Preschool illustrate some of the major "key experiences" for the cognitive development of the preschoolage child - in active learning, language, representation, classification, seriation, number concepts, temporal relations and spacial relations.

Thinking and Reasoning in Preschool Children
(16mm film transfer of videotape; black&white, sound; 23 min.)

An overview of the characteristics of children's thinking in the "preoperational" stage of development. The film illustrates some of the important concepts and reasoning abilities that children develop during the preschool years. It shows how the child's understanding of the world affects his behavior and problem-solving methods. A concise introduction to a complex subject.

Learning About Time in the Preschool Years
(16mm film transfer of videotape; black&white,sound; 37.5 min.)

This two-part film shows how teachers can help children understand the concepts of time; it illustrates strategies for encouraging children to recall the past, anticipate the future and observe and represent temporal sequences and intervals. The first part shows how to help children observe the beginning and end of time periods, observe movement and change, and begin to represent the passage of time. The second part shows how young children learn to anticipate and recall events and observe and predict the order in which events occur.

Spatial Learning in the Preschool Years
(16mm film transfer of videotape; black&white,sound; 22 min.)

A view of the preoperational child's understanding of the way things relate to one another in three-dimensional space - the look and feel of objects, their shapes, contours and edges and the way some things fit next to or inside of one another. This film shows children gaining spatial understanding through exploration and manipulation of objects. Scenes from the High/Scope Preschool suggest ways of providing appropriate classroom materials and experiences for spacial problem solving. There are also scenes showing the development of spacial understanding in infancy.

Arranging the Classroom: Case Study of the High/Scope Preschool
(color filmstrip and cassette tape; 15 min.)

A teacher from the High/Scope Preschool describes her attempts to implement principles of room arrangement and to select and organize materials to promote intellectual development - that is, to give children opportunities to exercise emerging cognitive abilities that are critical to the formation of more mature modes of thinking. She discusses the changes in her classroom structure and equipment over the course of the year.

Integration of Handicapped and Nonhandicapped Preschool Children - Parents' Perspectives
(16mm film transfer of videotape; black&white, sound; 15 min.)

The sound portion of this film is an unrehearsed discussion among the parents of handicapped and nonhandicapped children who spent the 1974-75 school year together in the High/Scope Preschool. The parents discuss the benefits of the preschool program for their children; they mention the social and intellectual growth they have seen and discuss the aspects of the curriculum they feel have furthered this growth. They discuss some of the apprehensions they had at the beginning of the year, and how they feel at the end of the year in view of their children's experiences. They also discuss the influences they feel the children had on each other. The visual counterpoint to this dialogue is the children themselves as they work together in the preschool classroom.

Guidelines for Evaluating Activities
(16mm film transfers of videotapes; black&white, sound; 58 min. total; discussion guides included)

A set of three films, each of which demonstrates alternative ways teachers can plan and carry out activities with a group of preschool children. Each film shows two contrasting styles of structuring and leading a group activity using similar materials but different teaching methods and goals. Useful for stimulating discussion of teaching styles and educational philosophies. An accompanying observation guide offers criteria by which to evaluate and revise classroom activities. Also included is a trainer's supplement that discusses the films in terms of the criteria in the guide and offers suggestions for revising the activities.

Team Planning in the Cognitively Oriented Curriculum
(16mm film transfer of videotape; black&white; 18 min.)

This film documents the activities of two preschool teachers at various times of the school day. It shows them planning, considering ways to support both the children and each other, sharing observations of the children, and evaluating the effectiveness of the activities they had planned for the day.

Supporting Communication Among Preschoolers
(16mm film transfer of videotape; black&white, sound; 3 reels, 78 min. total)

This seven part film deals with the cognitive, social and linguistic aspects of communication and illustrates a wide variety of teaching strategies for stimulating communication among preschoolers. Parts I and II are narrated films. Parts III-VI illustrate teaching strategies and show un-narrated classroom episodes which viewers are asked to analyze; part VII is in a question-answer format with breaks for discussion.

Part I—An Important Opportunity
Examples of verbal communication in the classroom; the ways children use language and the benefits they gain from it.

Part II—Opportunities in the Classroom
How the daily routine can provide children with opportunities to

communicate with one another. How teachers can support children as givers and receivers of information.
Part III—Encouraging Interaction and Cooperation
A presentation of teaching strategies to promote interaction and cooperation among children.
Part IV—Referring One Child's Questions of Problems to Another
Often children can help each other with problems that arise in the course of their activities. In asking and answering questions and helping each other to solve problems, they use language in important and meaningful ways. This film shows what teachers can do to encourage this type of interaction.
Part V—Interpreting or"Delivering" Messages
Sometimes a teacher needs to be a "go between" for children, helping one child understand what another is trying to say, helping the other to find ways to say what he means. Often the teacher may have to "deliver" messages that weren't received or acknowledged. This film illustrates several such situations.
Part VI —Encouraging Active Listening
Ways in which teachers can help children listen to, think about and act upon each other's statements, questions or suggestions.
Part VII— Examples for Discussion

Working with Teachers and Parents: Leading Group Discussions
(videotape)

Working with Teachers and Parents: In-Service Training
(videotape; 30 min.)

Stimulus materials which show dramatizations of typical situations encountered by early childhood curriculum specilaists. Viewers are asked to analyze the interactions and suggest strategies to deal with or alter the situations. These are targeted for individuals in leadership and training roles in early childhood programs.

Active Learning Supplement: Classroom Examples for Discussion
(videotape)

Language Supplement: Classroom Examples for Discussion
(videotape)

Experiencing and Representing Supplement: Classroom Examples for Discussion
(videotape)

The above materials consist of unnarrated episodes of teacher-child or child-child interactions. They are to be used as discussion starters or as assessement devices, testing problem solving or observational skills.

Learning About Time in the Preschool Years: Classroom Examples for Discussion
(videotape; 18 min.)

Unnarrated episodes of classroom interactions which are designed to provoke discussion or assess problem solving or observational skills.

Feelings in the Cognitively Oriented Curriculum
(Videotape; 47.10 minutes total)

Scenes from the High/Scope preschool classroom are used to demonstrate how the elements of the cognitive curriculum contribute to a child's positive self esteem. These four sections of videotape clips are intended to be used separately in workshop settings which deal with the topics listed below.

Section I - Giving Positive Feedback (12 minutes)
Demonstrates a number of ways children in the Cognitively Oriented Curriculum receive reinforcement in the classroom, both from teachers and their peers.

Section II - Recognizing Children's Feelings (7 minutes)
Illustrates how teachers help children to express and deal with emotions and how a child's cognitive capacities affect the way he/she is able to understand his/her own and other peoples' feelings.

Section III - Interactions Between Handicapped and Nonhandicapped Children (6 minutes)
Documents examples of child/child interactions when handicapped preschoolers are integrated into the regular classroom and introduces strategies to help teachers deal with comments, feelings, attitudes, and actions which occur when mainstreaming is implemented.

Section IV - Resolving Conflicts (17 minutes)
Illustrates classroom examples to be used in a workshop which discusses how the cognitive curriculum framework helps minimize conflicts among children, and which introduces strategies for teachers to help children find alternatives to aggressive behavior in their attempts to resolve conflicts.

Guidelines for Observing Children with Special Needs
(Videotape; black & white, sound; 80 min. total; discussion guides)

A set of 4 videotapes each of which depict a child in a classroom setting. Each child has been identified as having a handicap of some nature in one of the following areas: speech and language; multiply handicapped; physically handicapped; and developmentally delayed. The videotapes are useful for observing children from a developmental viewpoint and discussing appropriate teaching strategies. Each tape has a discussion guide; background information, and an observation guide.

Tape I - Peter: A Case Study (15 minutes)
Tape II - John: A Case Study (22 minutes)
Tape III - Mark: A Case Study (16 minutes)
Tape IV - Mike: A Case Study (27 minutes)

Small Group Time: An Illustrated Checklist

(videotape, black & white, sound; 11:35 min.)

Intended as a springboard for discussion in teacher training workshops, this program presents some examples of preschool teachers conducting small group activities, and asks a set of questions for teachers to use in planning and evaluating small group activities with young children.

High/Scope Educational Research Foundation

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David P. Weikart, Ph.D.
President

1977-78

SUMMARY OF THE
HIGH/SCOPE FOUNDATION FIRST CHANCE OUTREACH PROJECT

The purpose of the project is to strengthen an existing network of replication sites, to disseminate a training system based on multi-media learning packages, and to provide an orientation to High/Scope's preschool curriculum and teacher training model for regional resource clearinghouses and early childhood special educators across the country.

Methods and Procedures

The project provides continued on-site training and consultation to current replication sites in Ohio, Maryland and Virginia. These sites receive inservice workshops, classroom observation and technical assistance in program planning and measuring and reporting child progress.

Local curriculum assistants also participate in a two-week Training Institute sponsored by High/Scope's Personnel Training Project. An annual conference for the curriculum assistants at the special education replication sites is a part of the Outreach Project as well. The purpose of the conference is to strengthen technical competence in teaching and teacher training. This will be accomplished through the exchange of experiences and perspectives and the sharing of common problems and potential solutions.

A newsletter reporting progress throughout the replication network is published twice a year. New teaching ideas, creative approaches to reaching parents, communities and the elementary schools enrolling the programs' preschool children are included. Emphasis is placed on illustrating successful implementation of the Cognitively Oriented Curriculum framework with young handicapped children.

State and regional conferences are presented for groups serving handicapped preschoolers. These conferences will orient teacher trainers and curriculum specialists to High/Scope's developmental approach to early childhood special education. They include principles of child development, establishing a preschool program based on High/Scope's Open Framework curriculum, and strategies for working with children with special needs.

Follow-up technical assistance sessions for teacher trainers are two-day regional preview sessions of selected learning packages and discussion of training methods. Individualized technical assistance in planning inservice teacher training programs is provided to resource centers, school districts, and teacher training institutions.

Visitor orientation to the Demonstration Preschool is continued under the Outreach project. An introduction to the curriculum approach and its applicability in an integrated (handicapped and nonhandicapped) setting is provided in addition to classroom observation.

For more information, contact Michael Hanes, Project Director, High/Scope Foundation, 600 N. River St., Ypsilanti, MI 48197.

The High/Scope Foundation First Chance Outreach Project is funded by the Bureau of Education for the Handicapped, U.S. Office of Education, Grant #444BH70073.

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1977-78

SUMMARY OF THE

HIGH/SCOPE FOUNDATION EARLY CHILDHOOD PERSONNEL TRAINING PROJECT

The purpose of the project is to provide inservice training for teachers and other educational personnel who are using High/Scope's Cognitively Oriented Preschool Curriculum in Michigan and New Jersey. The curriculum model and training/delivery system developed by the High/Scope-BEH projects have been targeted to serve children in the rapidly expanding preprimary programs for mildly and moderately handicapped children. One of the major strengths of the High/Scope model is that it is a developmental approach stressing the teacher's role in supporting, exercising, and challenging the child's emerging abilities, rather than a remedial approach aimed primarily at the handicapping condition. The goal of the project is to help teachers support strengths and view children first as children rather than address children primarily in terms of their weaknesses or handicaps.

Methods and Procedures

The project has several inservice training options aimed at upgrading preschool programming. All are non-degree, non-certification training programs, but in several cases credits towards degrees or certificates have been given through cooperating degree-granting institutions (Merrill-Palmer Institute in Detroit, Pacific Oaks in Pasadena, California, Bank Street College in New York City, and Paterson State College in Wayne, New Jersey.)

1. Inservice Training to Selected Preprimary Programs in Michigan and New Jersey.

This component of the project continues intensive inservice training to programs which have indicated a high degree of commitment to implementing the Cognitively Oriented Preschool Curriculum. Inservice training includes workshops on curriculum areas, classroom observation and evaluation of teachers, help with staff training and supervision for on-site personnel, and technical assistance in measuring and reporting child progress.

2. Inservice Workshops for Michigan and New Jersey.

These inservice workshops are aimed at providing a training alternative to programs that do not want to be replication sites but do wish to upgrade the capacity of the staff to implement a developmental approach to early childhood education. Teachers of nonhandicapped and handicapped preschool-aged children as well as auxiliary staff and administrators from five districts in New Jersey and five districts in Michigan participate in the workshop series.

3. Two-Week Institute for Inservice Trainers.

Short-term training institutes in Ypsilanti are for teacher trainers (curriculum assistants) in the programs which are using the High/Scope model as a basis of their curriculum for children and for staff training. The curriculum assistants have been trained in the High/Scope approach as teachers and are already assisting others to use the curriculum framework. The Institute focuses on trainer competencies such as: giving feedback to teachers based on classroom observation, running workshops based on High/Scope learning packages, and developing the parent component of an early childhood education program.

4. Nine-Month Institute for Leaders in Early Childhood Special Education.

This long-term training institute prepares individuals as teacher trainers, program consultants, and educational change-agents in a variety of settings. The competencies graduates are expected to acquire include: applying knowledge of human development in an educational program which includes young handicapped children; competence in teaching young handicapped children within the Cognitively Oriented Curriculum; expressing knowledge of developmental theory, educational practice, and the relationships between them; and planning and executing a project of educational significance. The Institute is offered to five individuals who already have special education certification and masters' degrees and is run in conjunction with the High/Scope Graduate Program in Education and Human Development.

For more information contact Michael Hanes, Project Director, High/Scope Educational Research Foundation, 600 N. River St., Ypsilanti, MI 48197.

The High/Scope Foundation Early Childhood Personnel Training Project is funded by the Bureau of Education for the Handicapped, U.S. Office of Education, Grant #451AH70307.

INSERVICE TRAINING

In conjunction with the Special Project the Demonstration Project trained eleven High/Scope field consultants and teachers.

Linda Rogers, staff development coordinator, ran a series of seminars and provided feedback to trainees on the basis of classroom observations during 1974-75 and 1975-76. In 1976-77 the new High/Scope Graduate Program provided training for new project staff.

Summary of Staff Inservice Training 1976-77

The High/Scope Graduate Program was used this year as the primary vehicle for staff inservice training. We believed this would provide a broad training experience, and it was directly linked since the staff to be trained were assisting as part of the teaching team in the training classrooms.

A broad knowledge of the program's theory and curriculum was provided by having interested "old" staff attend the seminars presented by the Graduate Program along with the "new" staff.

Seminars in the High/Scope Graduate Program

The Child as Active Learner
(3 hours weekly in the fall)

The psychology of the child from a Piagetian viewpoint:

- Stages of cognitive development. Assessing the developmental status of children from infancy through adolescence; planning for children according to their developmental status; learning as an active, adaptive process; the role of language in cognitive development.

- Social experience and development. Children's growth in taking the perspectives of other people; moral development; processes of interaction between children and between adults of children, in classroom groups and in families.

The High/Scope Curriculum in Practice
(2 hours weekly in the fall)

The application of cognitive-developmental theory in educational settings:

- Review of High/Scope programs. Principles of cognitive development as they are applied in High/Scope educational program from infancy through adolescence.

- The curriculum framework. Fundamental assumptions of the High/Scope Curriculum; how to coordinate planning by children and teachers; the teacher and the parent as facilitators of child development; arranging the environment and establishing a daily routine which support active learning.

Introduction to Educational Research
(equivalent of 1 hour weekly in the fall)

- Developing skills for educational research; reading research reports; designing, executing, and reporting one's own student project.

Strategies for Curriculum Implementation
(3 hours weekly in the spring)

Guidelines for making the decisions which affect the implementation of the High/Scope Curriculum:

- Supporting general cognitive development. Recognizing and supporting the child's development of representation, classification, number, time, space, and logical and physical relations.

- Supporting cognitive development in the content areas. Art, music, movement, drama, and play, construction, sewing, science, and social studies as modes of active learning; supporting and broadening the child's development of speaking, reading, writing, and mathematical abilities and their antecedents.

- The curriculum in school and community. Insuring the success of an innovative curriculum in the school, the preschool center, and the home; the roles of administrator, consultant, and teacher trainer; discussing educational issues and activities with parents.

Additional Training

In addition to attending seminars, trainees were responsible for implementing the curriculum in a classroom setting. Observations were made by Foundation staff, feedback was provided and strategies suggested.

Observations were made by Preschool and Graduate Program staff. When possible, these observers also sat in on the classroom team-planning sessions.

The classroom training experience allowed trainees to actively implement a specific curriculum. They were expected to plan and evaluate daily with the team, discussing children's activities and curriculum issues. Information from these daily sessions were used along with the personal observations, to complete "Child Observation Records" and case studies of Special Project children, to provide consistently meaningful experiences to children and serve as a basis for future directions in the classroom.

Opportunity was also provided later in the year for trainees to test their knowledge of the curriculum in a training situation when field-site personnel came to the Foundation facility for a week-long session. New staff worked with more experienced staff to plan and present training experience and materials.

With funds from a private grant to the Foundation, the training experience was expanded to providing service to several field sites using the High/Scope model. Trainees planned and worked with Foundation field staff in presenting training workshops and field observations with feedback to those classrooms visited.

Trainees also actively participated with Foundation staff in presenting several workshop sessions at the High/Scope Spring Conference, May, 1977. These were presented to a broad range of 150 professional participants.

A linking force among these experiences was the extensive use of Foundation-produced training materials. Among these were: written publications, observation instruments, assessment instruments, and audio-visual materials.

The principal texts for seminars were Ginsberg and Opper, Piaget's Theory of Intellectual Development, and the Cognitively Oriented Preschool Curriculum (Teacher's Manual) by Hohmann, Banet, and Weikart.

Evaluation of Teacher Education Seminars

In the students' judgment, the seminars during the fall of 1976 were more successful than the seminars in the spring of 1977. During the fall, there were fewer seminar leaders and there was more coordination and monitoring of content by a few staff members. In the spring students were more involved in the seminar planning, and therefore there was less staff responsibility for the continuity of seminars. As a result, the spring seminars seemed more fragmented to the students.

Another aspect of the seminars which students commented about was the balance which was struck between the High/Scope approach, both theoretical and practical, versus other approaches, both theoretical and practical. Trainees felt that there was a good, strong, emphasis on High/Scope ideas and practices, which could give them a good foundation for other theoretical and/or practical approaches which might be required in a job outside High/Scope.

Finally, trainees felt that there was a good emphasis on the practical concerns of the classroom, but that more emphasis could be placed on intellectual challenges. Trainees recommended that more reading and writing tasks be assigned. It was also suggested that some topics could be covered in practicum seminars or in the planning periods for each day's classroom experience. If more practical topics were covered in this way, the topical seminars could provide more time for theoretical pursuits. This year's program was seen as a sort of professional inservice model, in which the trainees' role resembled that of a developing staff member rather than a typical student role which is several steps removed from the world of work.

Responses to the Inservice Training Program Evaluation Form

(A copy of the evaluation form is found on the following pages.)

The overall quality of the Preschool Department teacher training form for High/Scope staff was rated between good and excellent.

Seventeen of the 22 items were deemed "very important" by students. Other items were judged to be important, but not "very important."

The principal strengths of the program were seen to be the practical experiences provided, the daily planning, the use of videotape and other audiovisual materials, the small number of trainees, the availability of experienced people, and the organization of the curriculum.

Some areas for improvement were the need for a clearer picture of how the classroom ought to function ideally, and the need for more observation and feedback from experienced staff.

Summative Evaluation of Teacher Progress

A section of the High/Scope Graduate Program Assessment (see page 129.) was completed to measure the graduate students' effectiveness in the classroom. All trainees received ratings between the fifth and seventh points on the scale for all items scored. In addition to this evaluation, High/Scope staff also completed Preschool Teacher Training Profiles (PTTPs) on the graduate students in May of 1977.

HIGH/SCOPE INSERVICE TRAINING PROGRAM EVALUATION

For the purpose of examining our own teacher education program, we have assembled a set of goals for the program. For each goal, we ask participants to make two ratings. The first rating refers to the desirability of the goal. The second rating refers to the attainment of the goal.

The feedback obtained from this evaluation helps us in enriching the quality of our staff development process.

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HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION

Inservice Training Program Evaluation

Name _____ Date _____

Before completing the rest of this form, please give your opinion of the overall quality of the Preschool Department teacher training program (for High/Scope Staff). Check one:

Superior ___ Excellent ___ Good ___ Fair ___ Poor ___

1. The content of the curriculum fits together. There is a clear set of goals and strategies to be used in making instructional decisions in the classroom.

Very Important Goal	Important	Neutral	Unimportant	Disagree With Goal

Consistently Accomplished	Often Accomplished	Sometimes Accomplished	Rarely Accomplished	Never Accomplished

Comments:

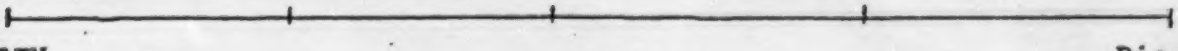
2. There are seminars or workshops that cover the content of the curriculum in an organized manner.

Very Important Goal	Important	Neutral	Unimportant	Disagree With Goal

Consistently Accomplished	Often Accomplished	Sometimes Accomplished	Rarely Accomplished	Never Accomplished

Comments:

3. The schedule of workshop topics meets your own needs. For example, topics you needed to know about earlier in the year were covered before other topics, etc.

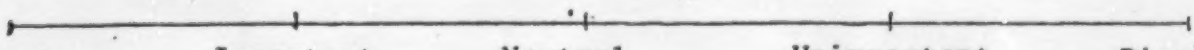


Very Important Goal	Important	Neutral	Unimportant	Disagree With Goal

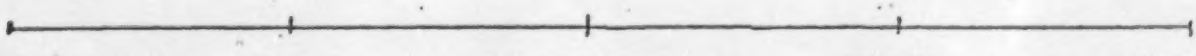
onsistently ccomplished	Often Accomplished	Sometimes Accomplished	Rarely Accomplished	Never Accomplished

Comments:

4. Adequate time is provided for trainees to "digest" new training materials (by thinking them over, trying them out in class, etc.) before moving to the next topic.



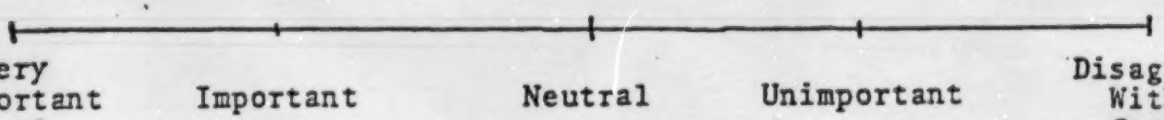
Very Important Goal	Important	Neutral	Unimportant	Disagree With Goal

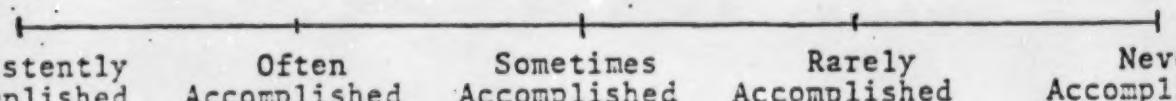


onsistently ccomplished	Often Accomplished	Sometimes Accomplished	Rarely Accomplished	Never Accomplish

Comments:

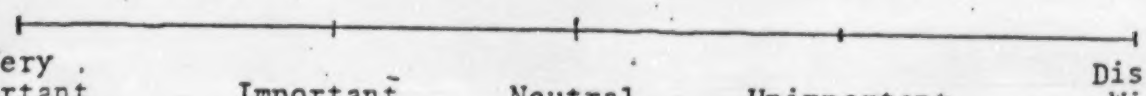
5. There are audiovisual materials that effectively explain curriculum areas.

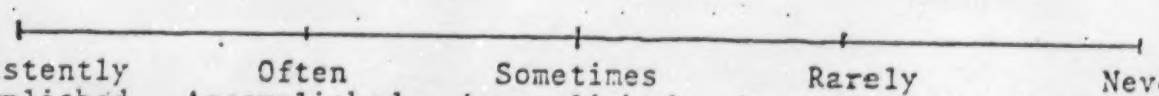




Comments:

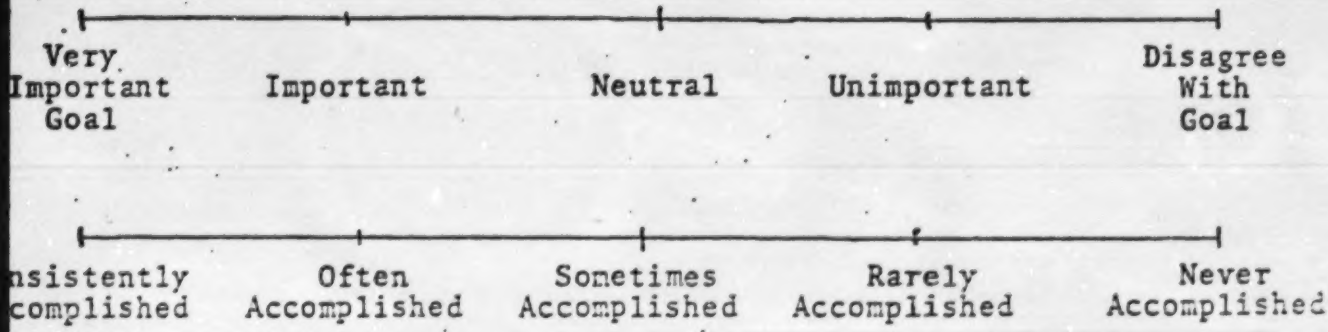
6. Teachers in training are referred to relevent print materials. (That is, teachers are informed about what materials are available and where they may be found, but teachers may need to take initiative for personal copies.)





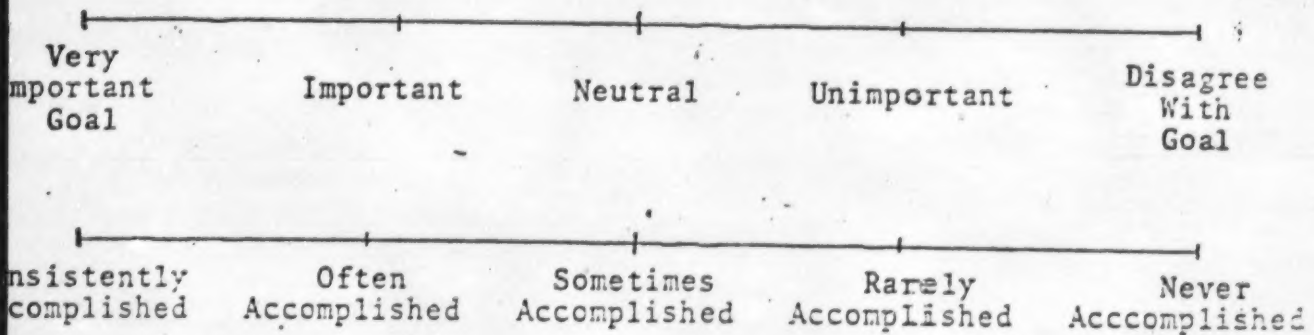
Comments:

7. Child development concepts are part of the process of teacher education.



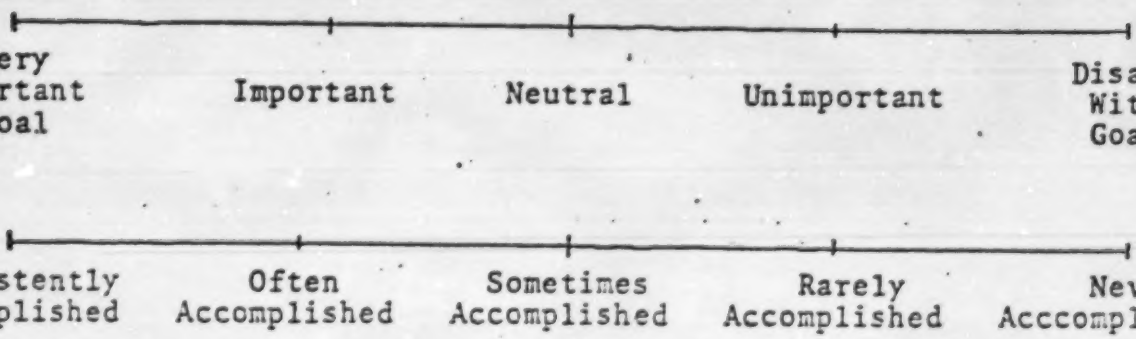
Comments:

8. Specific teaching strategies are part of the training process.



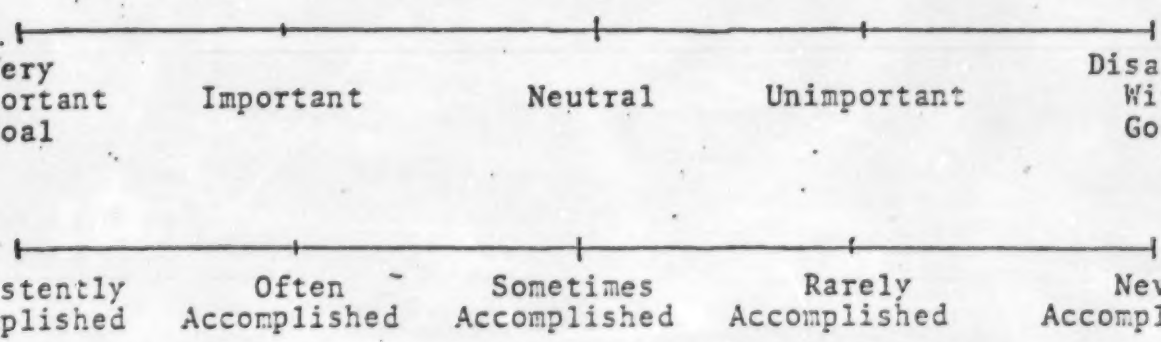
Comments:

9. There is experience in team teaching with someone else who is also learning the curriculum.



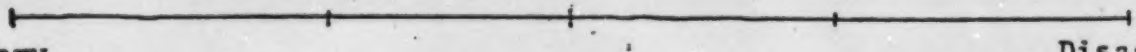
Comments:

10. There is some experience observing a "master teacher."

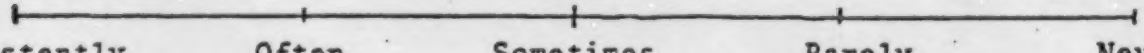


Comments:

11. There is some experience working alongside a "master teacher."



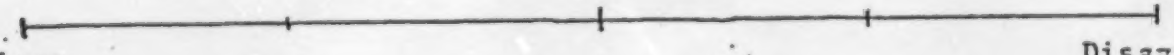
Very mportant Goal	Important	Neutral	Unimportant	Disagree With Goal



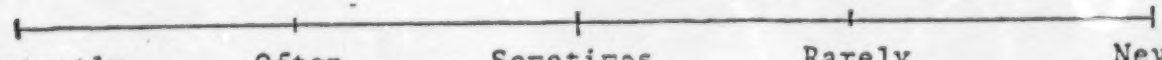
nsistently complished	Often Accomplished	Sometimes Accomplished	Rarely Accomplished	Never Acccomplished

Comments:

12. Trainer and trainee mutually define needs for further work; they reach agreement about priorities.



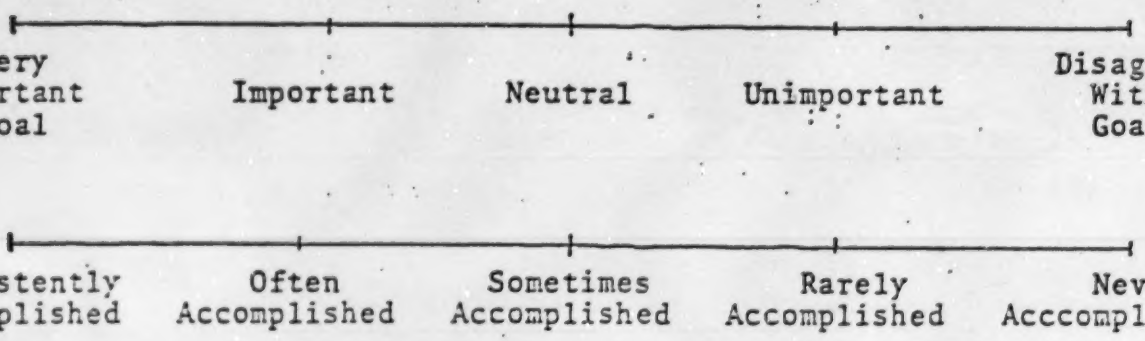
Very Important Goal	Important	Neutral	Unimportant	Disagree With Goal



nsistently complished	Often Accomplished	Sometimes Accomplished	Rarely Accomplished	Never Accomplished

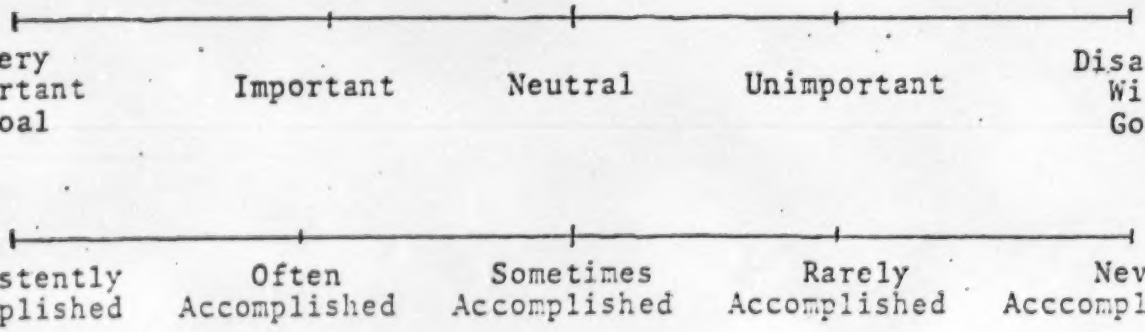
Comments:

13. Trainees define training needs for themselves by observing video clips of children and themselves in their classes.



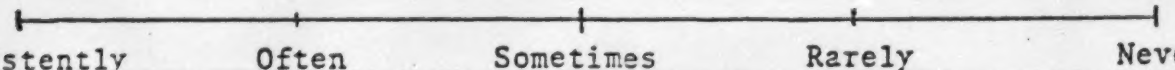
Comments:

14. Trainees keep trainer informed about their progress, how they are using their time.



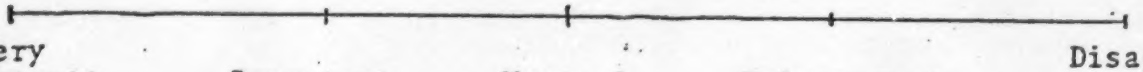
Comments:

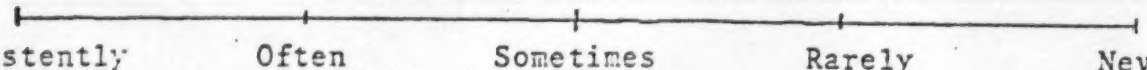
15. Trainees are given specific feedback on their teaching, based upon classroom observation.



Comments:

16. Trainees are given clear messages about what is expected of them and feedback that is based on an explicit set of values.





Comments:

17. Trainees choose some of their own learning activities: they take initiative to come to the trainer with specific questions.

Very Important Goal | Important | Neutral | Unimportant | Disagree With Goal

nsistently complished | Often Accomplished | Sometimes Accomplished | Rarely Accomplished | Never Accomplished

Comments:

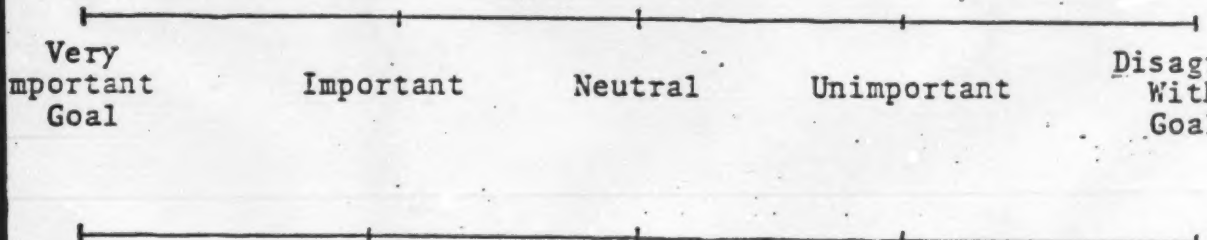
18. Teachers are valued when they support children in having a wide range of experiences and in carrying out their own plans.

Very mportant Goal | Important | Neutral | Unimportant | Disagree With Goal

nsistently complished | Often Accomplished | Sometimes Accomplished | Rarely Accomplished | Never Acccomplished

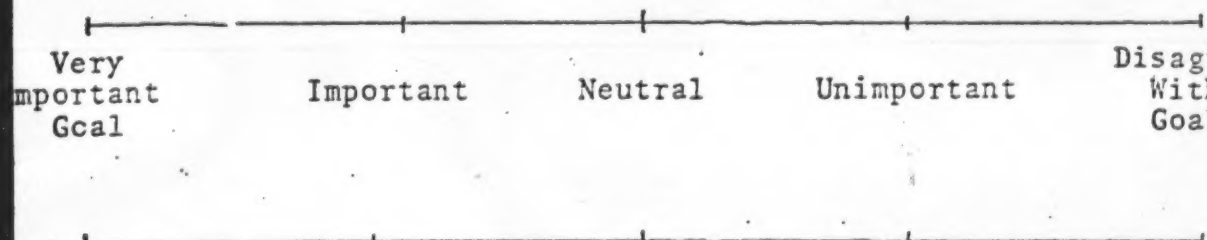
Comments:

19. Training supports the trainee's strengths rather than stresses her weaknesses, thereby enhancing the trainee's self-esteem.



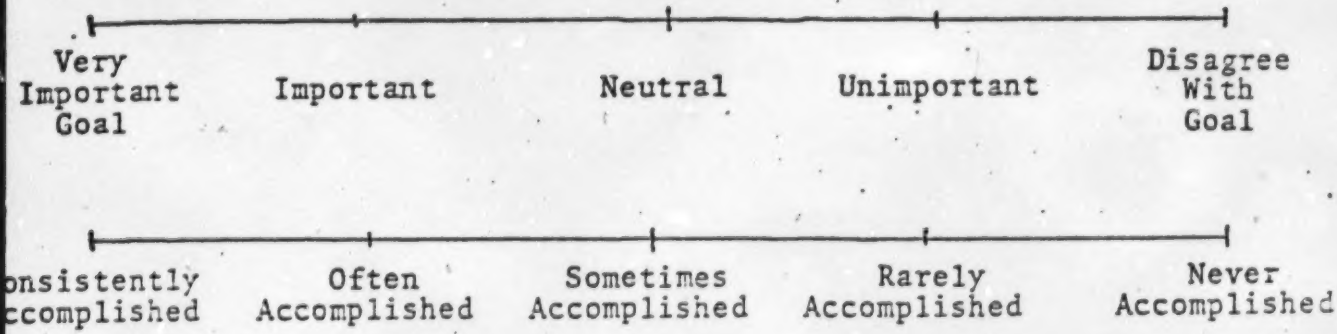
Comments:

20. The training process encourages the trainee to make use of her past experience by adding ideas to the program. In other words, the message is not just "Do what has always been done."



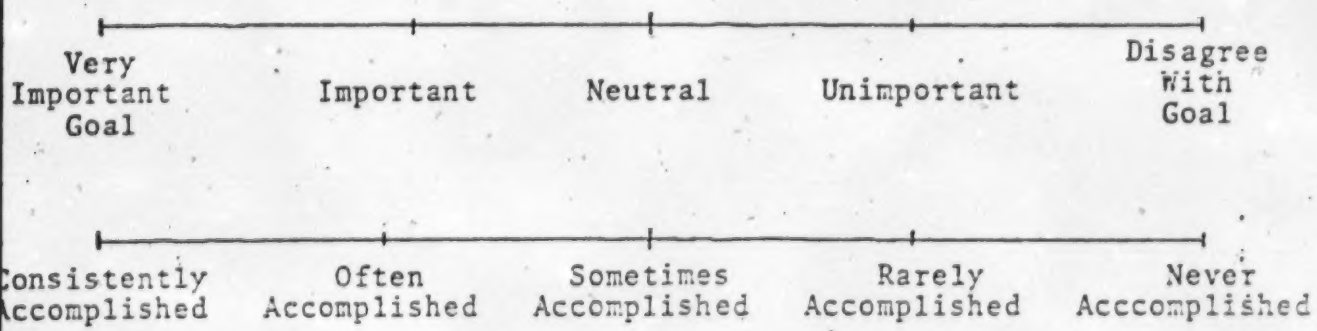
Comments:

21. Trainees are not asked to undertake and activity (for example: conducting home visits) without preparation and supervision.



Comments:

22. Observation guides or other evaluation instruments are provided for the trainee to use in the classroom, and for the trainer to use with the trainee.



Comments:

In your opinion, what have been the strongest elements of the program?

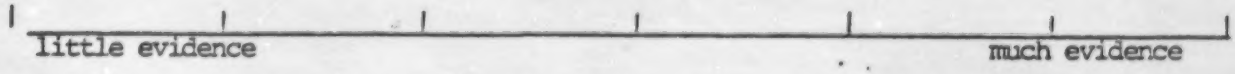
What parts of the program need the most improvement?

HIGH/SCOPE GRADUATE PROGRAM ASSESSMENT OF STUDENT

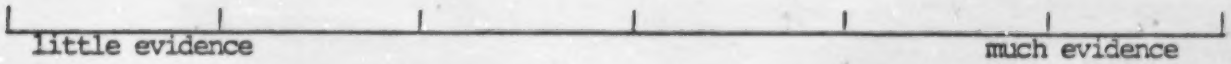
III. PRACTICAL SKILLS SHOWN DURING PRACTICUMS

A. Personal qualities relating to program implementation.

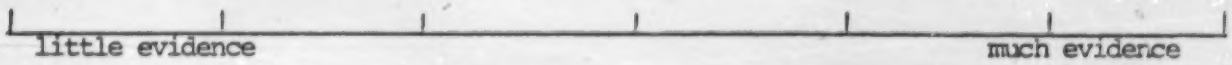
1. Plans and evaluates as a team member.



2. As necessary, focuses at once on two or more events in the classroom.

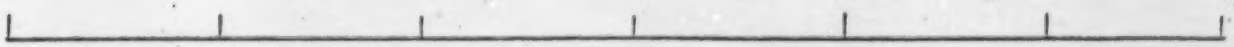


3. Contributes to an atmosphere of warmth and security for children.



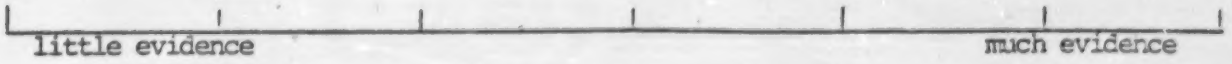
4. Sets limits for children and otherwise manages their classroom behavior.

5. Contributes to the maintenance of the classroom and materials.

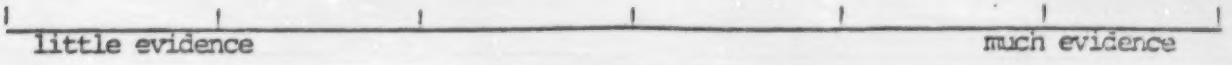


B. Ability to implement child development principles.

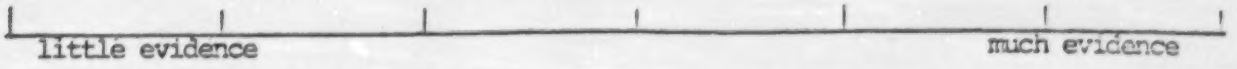
1. Makes theoretical applications in the classroom.



2. Observes developmental levels in children.



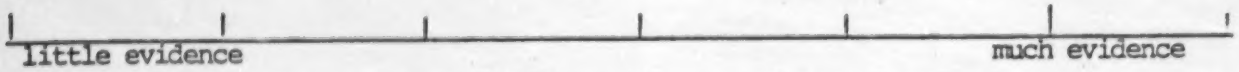
3. During teacher-initiated activities, implements developmentally appropriate activities.



4. During child-initiated activities, asks challenging questions and helps children extend their activities.

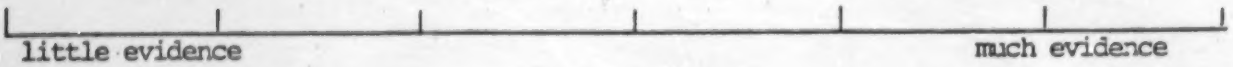
C. Ability to implement program components.

1. Contributes to a suitable room arrangement.

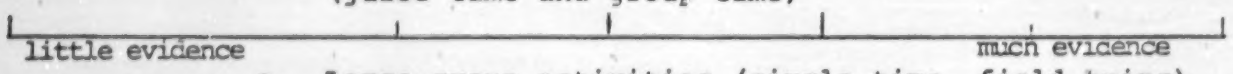


2. Implements phases of the daily routine.

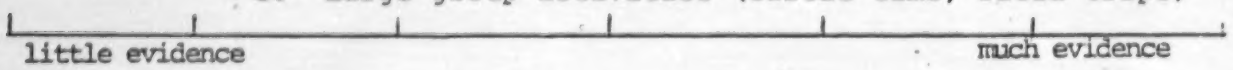
a. The plan-do-review cycle (child-planning time, work time, clean-up time, and recall time).



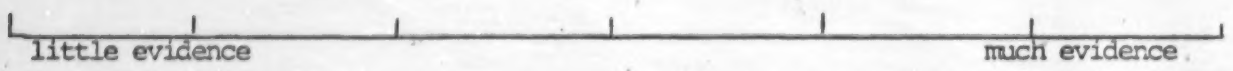
b. Teacher-initiated small-group activities (juice time and group time)



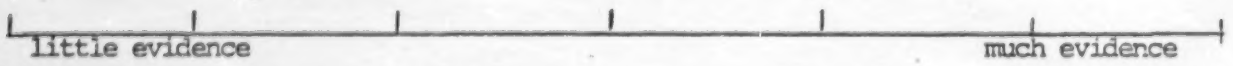
c. Large group activities (circle time, field trips)



3. Provides appropriate language experiences for children.



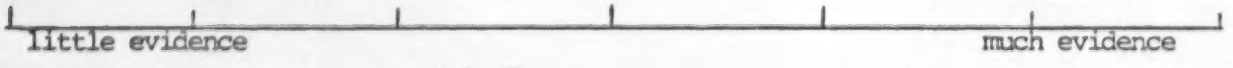
4. Provides appropriate active learning experiences for children.



5. Provides appropriate active experiences in cognitive relationship areas for children.

6. Provides appropriate representational experiences for children.

7. Accepts and responds to children's feelings.



HIGH/SCOPE GRADUATE PROGRAM ASSESSMENT OF STUDENT

D. Ability to work with parents.

1. Attempts to integrate parents into school-based activities (classroom visits, parent-teacher meetings).

little evidence — much evidence

2. Attempts to provide continuity between home and school through home visits.

little evidence — much evidence

COMMENTS: